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## THE ENCYCICAL ON CHRISTIAN EDUCATION

... It is necessary that all the teaching and the whole organization of the school, and its teachers, syllabus, and textbooks in every branch, be regulated by the Christian spirit, under the direction and maternal supervision of the Church; so that religion may be in truth the foundation and the crown of the youth's entire training; and this in every grade of school, not only in the elementary but the intermediate and the higher institutions as well...

Pope Pius XI

## THE ROLE OF THE CATHOLIC TEXTBOOK PUBLISHER

The publisher of textbooks for use in Catholic schools faces a serious obligation. He must first produce texts that are thoroughly Catholic in philosophy which will motivate pupils to Christian living. He must further publish texts which represent excellence in a particular field.

To attain these goals he must publish, for example, social studies texts which give vital facts and instruct pupils in the interpretation of modern problems... or arithmetic and science texts which present fundamentals accurately and compellingly. To be significantly Catholic, these basic facts of science, history, and literature must be viewed in the light of Christian social principles... principles which will serve as a true guide to Christian Social Living.

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experience of Catholic teachers who are both Christian in outlook and specialists in their subject fields—a combination which makes a Catholic textbook an educational tool *par excellence*.

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# THE CATHOLIC SCHOOL Journal

Volume 54

Number 5

May, 1954

## Audio-Visual Education

The May issue of your JOURNAL is the Audio-Visual Education number. Most of the feature articles deal with audio-visual aids or related subjects. The newest phase, that of television, is discussed by Sister M. Florentine, S.S.J. Brother Lucian, F.S.C., tells how high school boys were taught to evaluate recreational films. Professor Langford suggests the use of foreign films in the classroom. Sister Robert Marie, S.L., gives advice on fitting films into the classroom program. Dr. Vander Beke has compiled a summary of educational films issued within the past year. His list will be concluded in the June issue.

## The N.C.E.A. Convention

On pages 171-176 you will find the editors' brief summary of the 1954 convention of the National Catholic Educational Association.

## The Month of May

In addition to Visual Education and the Convention, you will find the usual Practical Aids for the month. There is a Marian pageant suitable for commencement and other aids for the Marian Year and more general aids for classes in religion and secular subjects.

The advertisements will help you to choose the new books, equipment, and supplies you will need for September. Order these things before you leave for your vacation and then you will not worry about them during the summer.

The Catholic School Journal is published monthly except in July and August by

**THE BRUCE PUBLISHING COMPANY**

400 North Broadway, Milwaukee 1, Wisconsin

Eastern Office: 225 Broadway, New York 7, N. Y.  
Central Office: 20 North Wacker Drive, Chicago 6, Ill.

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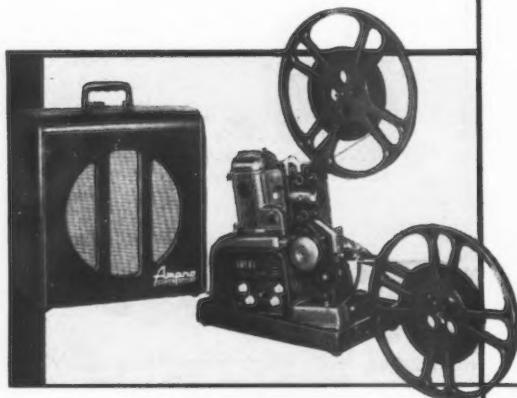
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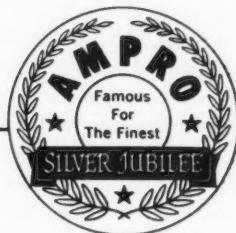
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# Some 1953 Educational Films

George E. Vander Beke, Ph.D. \*

## LIST OF SOURCES

Baer, Lewis S.—322 East 19th Street, New York 3, N. Y.

Bradfield (Margaret) Associates—Hillspur Road, Barton Hills, Ann Arbor, Mich.

Castle Films, Inc.—30 Rockefeller Plaza, New York, N. Y.

Centron Corporation, Inc.—1107 Massachusetts Street, Lawrence, Kans.

Circle Film Enterprises, Inc.—4120 Sepulveda Blvd., Culver City, Calif.

Colonial Williamsburg, Inc.—Goodwin Bldg., Henry Street, Williamsburg, Va.

Coronet Instructional Films—Coronet Building, Chicago, Ill.

Daggett (Avalon) Productions—441 N. Orange Drive, Los Angeles 36, Calif.

Disney (Walt) Productions—2400 Alameda Avenue, Burbank, Calif.

D. X. Productions—1014 2nd Avenue, New York, 22, N. Y.

Educational Developmental Laboratories—33 Sunset Lane, Levittown, N. Y.

Encyclopaedia Britannica Films—1150 Wilmette Avenue, Wilmette, Ill.

Fantasy Features, Inc.—315 West 57th Street, New York 19, N. Y.

General Electric Company—1 River Road, Schenectady, N. Y.

Handy (Jam) Organization, Inc.—2821 East Grand Blvd., Detroit 11, Mich.

Irving, Reid—5602 Wildwood Lane, Baltimore 9, Md.

Life—Chicago, Ill.

Loew's Incorporated—1540 Broadway, New York, N. Y.

McGraw-Hill Book Company, Inc.—330 West 42nd Street, New York 36, N. Y.

Michigan Department of Conservation—Lansing 13, Mich.

Michigan United Conservation Clubs—22 Sheldon Avenue, N.E., Grand Rapids 2, Mich.

Middle West Service Company—20 North Wacker Drive, Chicago 6, Ill.

New York Times Company—229 West 43rd Street, New York 36, N. Y.

New York Zoological Society—30 East 40th Street, New York 16, N. Y.

Ott (John) Pictures, Inc.—85 Hibbard Road, Winnetka, Ill.

The films presented herewith are a selection of movies and filmstrips issued during 1953. The sources used are producers' catalogues and "Motion Pictures and Filmstrips" issued by the Copyright Office of the Library of Congress, Washington, D. C.

The titles are arranged alphabetically.

**Pennsylvania Filmstrips**—1910 Arpine Avenue, Bethlehem, Pa.

**Popular Science Pub. Co., Inc.**—353 4th Avenue, New York 10, N. Y.

**RKO—Pathe, Inc.**—625 Madison Avenue, New York, N. Y.

**Scott, Elizabeth Eileen**—610 East 84th Street, Chicago 19, Ill.

**Sibley, Mabel**—609 Philadelphia Avenue, Washington 12, D. C.

**Syracuse University. New York State College of Forestry**—Syracuse 10, N. Y.

**Tested Teaching Films Corporation**—260 Islip Avenue, Islip, Long Island, N. Y.

**Time, Inc.**—Time-Life Bldg., New York, N. Y.

**Time, Inc. March of Time (Division)**—Time-Life Bldg., New York, N. Y.

**Torge Photos**—River Bend Road, R.F.D. 1, Box 199, Vienna, Va.

**United States Steel Corporation**—71 Broadway, New York 6, N. Y.

**United World Films, Inc.**—1445 Park Avenue, New York, N. Y.

**Universal Pictures Company, Inc.**—445 Park Avenue, New York, N. Y.

**Viking Pictures Corporation**—1415 Howard Street, Chicago, Ill.

**Visual Sciences**—Suffern, N. Y.

**Yale University Press Film Service**—384—4th Avenue, New York 16, N. Y.

**Young America Films, Inc.**—18 E. 41st Street, New York 17, N. Y.

## LIST OF FILMS

### A Is for Atom

*General Electric Co.* Made by John Sutherland Productions. 15 min., sound, color, 16mm. Kodachrome.

### Adam to Atom

*John Ott Pictures.* 30 min., sound, color, 16mm.

### Air and Its Properties

*Young America Films.* Produced by Key

Productions. (Filmstrip) 41 frames, black and white, 35mm. (Elementary science series. Set no. 3)

### Alcohol and You

*Young America Films.* (Filmstrip) Pt. 1, 44 frames, color, 35mm. (Alcohol and narcotics series)

### Alcohol and You

*Young America Films.* (Filmstrip) Pt. 2, 45 frames, color, 35mm. (Alcohol and narcotics series)

### All Matter Has Three Forms

*Young America Films.* (Filmstrip) Produced by Key Productions. 43 frames, black and white, 35mm. (Elementary science series. Set no. 3)

### Allergies

*Encyclopaedia Britannica Films*, 1952. 12 min., sound, color, 16mm.

### Alphabet Antics

*Castle Films.* 1 reel, sound, black and white, 16mm.

### American Folk Heroes

*Encyclopaedia Britannica Films.* (Filmstrip) 8 filmstrips, color, 35mm. Eastman color. Captioned drawing.

### Americans All

*Popular Science Pub. Co.* (Filmstrip) Produced in co-operation with the World Book Encyclopedia. 51 frames, color, 35mm. (The American Way, no. 1)

### Ancient Mesopotamia

*Coronet.* 11 min., sound, black and white, 16mm.

### Approach

*McGraw-Hill Book Co.* Produced by Transfilm. 10 min., sound, black and white, 16mm. (Salesmanship series) Correlated with Textbook of salesmanship, by Frederic A. Russell and Frank H. Beach.

### Arc Welding

*Popular Science Pub. Co.* (Filmstrip) Produced in co-operation with the Lincoln Electric Co. 3 filmstrips, color, 35mm.

### Art and Motion

*Paul Burnford Production.* Released by Encyclopaedia Britannica Films. 12 min., sound, color, 16mm.

### Art in America

*March of Time.* 29 min., sound, black and white, 16mm.

### Aspiration: Statehood

*New York Times.* (Filmstrip) 55 frames, black and white, 35mm. (A current affairs filmstrip, Jan., 1953)

(Continued on page 6A)

## Audio-Visual Aids

(Continued from page 5A)

### Audubon's Birds of America

*John A. Haeseler.* (Filmstrip) Released by Encyclopaedia Britannica Films, 6 filmstrips, color, 35mm., Eastman color. Produced in co-operation with the American Museum of Natural History, New York.

### Bangkok, Golden Temple Paradise

*Circle Film Enterprises.* 13 min., sound, color, 16mm.

### Beethoven's First Symphony (and) Chopin's Waltz

*Castle Films.* 1 reel, sound, black and white, 16mm. (The Music Album.)

**Bobo, the Hobo, and His Traveling Troupe in Betty and the Pirate Fantasy Features.** 15 min., sound, black and white, 16mm.

**Bobo, the Hobo, and His Traveling Troupe in Mountain Cinderella Fantasy Features.** 15 min., sound, black and white, 16mm.

### Body Defenses Against Invasion by Disease

*Popular Science Pub. Co.* (Filmstrip) 45 frames, color, 35mm. (Fighting Disease.)

### Bottled Health, From Farm to You

*Tested Teaching Films Corp.*, 1953. (Filmstrip) 61 frames, color, 35mm.

### Britain's Royal Family

*Popular Science Pub. Co.* (Filmstrip) 45

frames, color, 35mm. Anesco color.

### Bulwarks of Democracy

*Popular Science Pub. Co.* (Filmstrip) Produced in co-operation with the World book encyclopedia. 50 frames, color, 35mm. (The American Way, No. 5.)

### Canada, A Nation Grows

*New York Times.* (Filmstrip) 55 frames, black and white, 35mm. (A current affairs filmstrip, April, 1953.)

### Canadian Boom

*March of Time.* 29 min., sound, black and white, 16mm.

### Centralization and Decentralization

*Encyclopaedia Britannica Films.* 17 min., sound, black and white, 16mm. (American Democracy Series.)

### The Changing Surface of the Earth

*Popular Science Pub. Co.* (Filmstrip) 56 frames, color, 35mm. Anesco color.

### Circus Fun

*Popular Science Pub. Co.*, 1952. (Filmstrip) Developed in co-operation with the World Book Encyclopedia. 45 frames, color, 35mm.

### The Colonial Printer

*Colonial Williamsburg*, 1952. 25 min., sound, color, 16mm.

### The Comma

*Young America Films*, 1953. (Filmstrip) 2 filmstrips (Pt. 1, 33 frames; Pt. 2, 37 frames), color, 35mm. (The Punctuation Series, No. 1-2.) Eastman color.

### Controlled Reading Unit IA

*Educational Developmental Laboratories*, 1953. (Filmstrip) 1 roll, black and white, 35mm.

### Crusade in Europe

*Time*, 1949. 26 motion pictures (25 min. each), sound, black and white, 16mm.

### Deer Live With Danger

*Les Blacklock.* Released by Encyclopaedia Britannica Films, 1952. 11 min., sound, color, 16mm.

### The Depths of Space

*International Screen Organization*, 1953. 11 min., sound, black and white, 16mm. (Astronomy Films, No. 5.) Mabel Sibley.

### Design in Wood

*Popular Science Pub. Co.*, 1953. (Filmstrip) 55 frames, color, 35mm. Anesco color. (Woodworking.) Developed in co-operation with McKnight & McKnight Pub. Co.

### Dressings and Bandages Used in First Aid

*Centron Corp.* (Filmstrip) Released by Young America Films, 1952. 45 frames, black and white, 35mm. (First Aid Series.)

### The Eastern Forest Indians

*Popular Science Pub. Co.*, 1953. (Filmstrip) 30 frames, color, 35mm. Anesco color. (Our Friends the American Indians.) A Richard Nelson Travel strip.

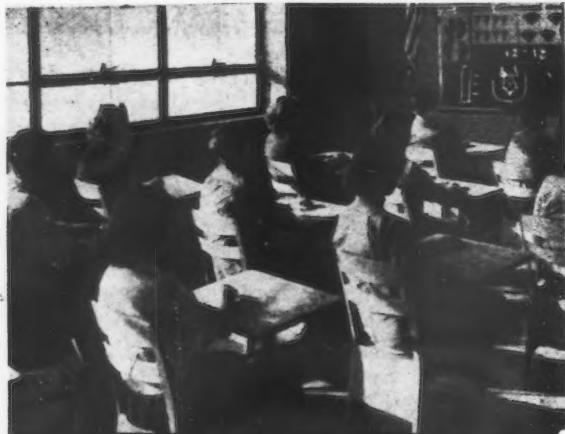
### Electricity, The Home Servant

*Tested Teaching Films Corp.*, 1953. (Filmstrip) 55 frames, color, 35mm.

### End Punctuation Marks

*Young America Films*, 1953. (Filmstrip)

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(Continued on page 8A)



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## Audio-Visual Aids

(Continued from page 6A)

35 frames, color, 35mm. Eastman color. (The Punctuation Series, No. 4.)

### The English Language: Story of Its Development

*Coronet*, 1952. 11 min., sound, black and white, 16mm.

### A Family of Canada

*Young America Films*, 1953. (Filmstrip) Made by Key Productions. 48 frames, black and white, 35mm. (Life in Other Countries Series.)

### A Family of Denmark

*Young America Films*, 1953. (Filmstrip) Made by Key Productions. 48 frames, black and white, 35mm. (Life in Other Countries Series.)

### A Family of Greece

*Young America Films*, 1953. (Filmstrip) Made by Key Productions. 48 frames, black and white, 35mm. (Life in Other Countries Series.)

### A Family of Switzerland

*Young America Films*, 1953. (Filmstrip) Made by Key Productions. 48 frames, black and white, 35mm. (Life in Other Countries Series.)

### A Family of the Netherlands

*Young America Films*, 1953. (Filmstrip) Made by Key Productions. 48 frames, black and white, 35mm. (Life in Other Countries Series.)

### A Family of Turkey

*Young America Films*, 1953. (Filmstrip) Made by Key Productions. 48 frames, black and white, 35mm. (Life in Other Countries Series.)

### Farmyard Babies

*Coronet*, 1952. 11 min., sound, black and white, 16mm.

### Fighting Cancer

*Popular Science Pub. Co.*, 1952. (Filmstrip) 47 frames, color, 35mm. (Fighting Disease.)

### Finishing

*Popular Science Pub. Co.*, 1953. (Filmstrip) 2 filmstrips (Part 1, 53 frames; Part 2, 54 frames), color, 35mm. Anasco color. (Woodworking.) Developed in co-operation with McKnight & McKnight Pub. Co.

### First Aid for Bleeding and Shock

*Centron Corp.* (Filmstrip) Released by Young America Films, 1952. 43 frames, black and white, 35mm. (First Aid Series.)

### First Aid for Bone, Muscle, and Joint Injuries

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(Continued on page 180)

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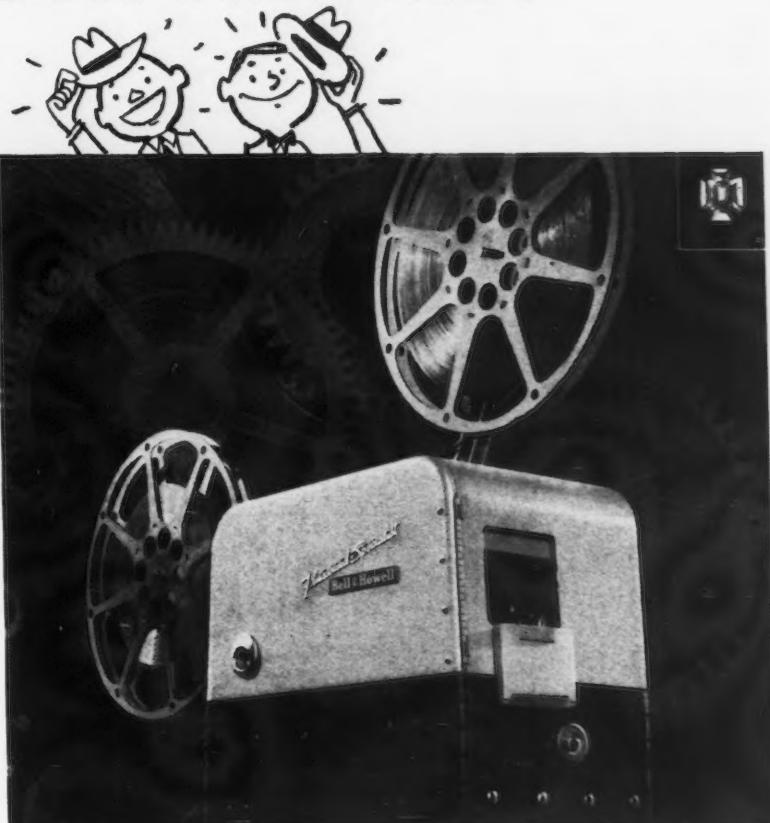
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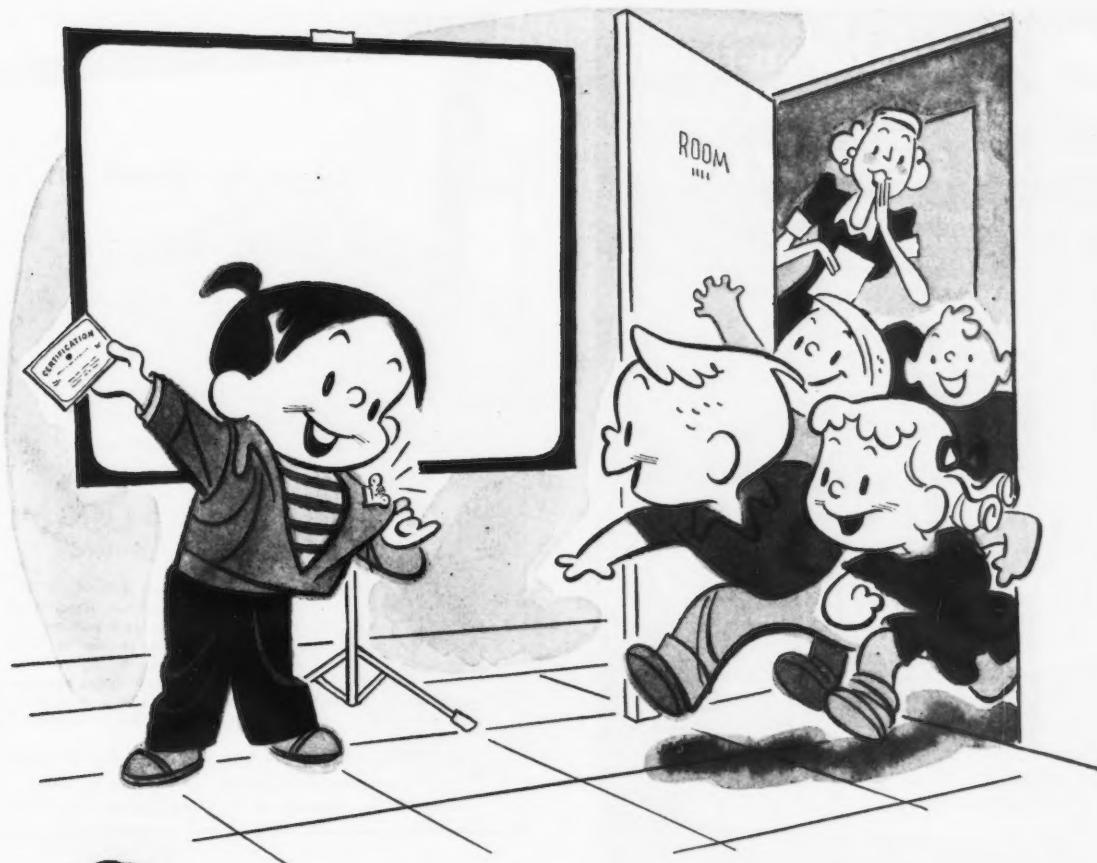
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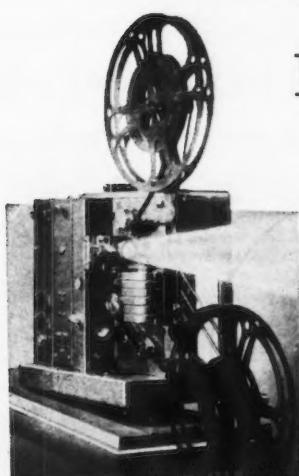
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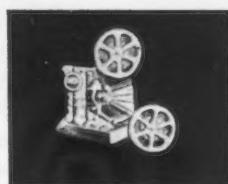
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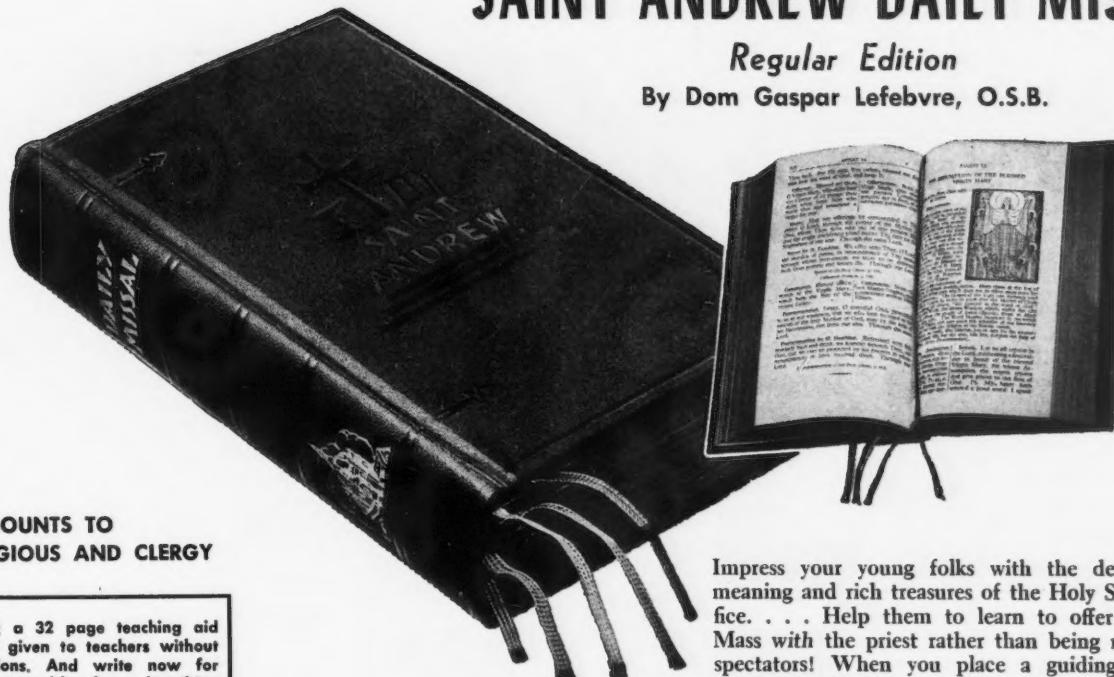
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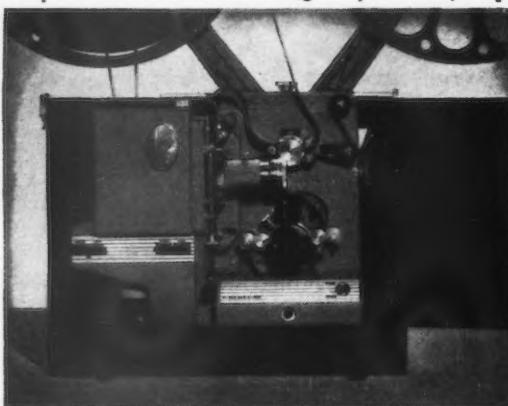
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# Educational Possibilities of Television

*Sister M. Florentine, S.S.J.\**

IN THE radio-television studio of our Sisters' College, one Sunday afternoon last spring, we — a group of Sisters, young and old — sat waiting for an unusual treat. Throughout the nation as many as sixteen million people were waiting for this very treat. With a burst of music and in a classic setting Hamlet came to life. If this drama had been presented in a local theater, some few of our Sisters and a very small percentage of the nation's audience would have had the privilege of this spectacle.

### **Sisters See "Hamlet"**

We witnessed an auspicious two-hour production of "Hamlet," which marked the debut of Maurice Evans in television. Mr. Evans, stunned at the news, says: "Unless my audits are awry, I've played Hamlet 777 times, all in all, I may modestly say; perhaps three quarters of a million people have seen me duel with Laertes, pink Polonius through the arras."<sup>1</sup> He thought this a sizable total until he listened to the tabulators who estimated the size of the audience for television.

This audience witnessed not only Evans, America's foremost interpreter of Shakespeare, in the most famous dramatic role ever written, but also viewed the portals open wide to many avenues of educational possibilities and, of course, cultural enjoyment for all people of all times. This nationwide triumph brings with it new challenges to educators and new zeal in this medium of communication, which possesses such magnetic holding power.

The old saying, attributed to Confucius, that one picture is worth ten thousand words, seems to ring true. The two-way

communications can do many tasks better than radio and other tools formerly used in education. I should like to list some points which, according to Franklin Dunham,<sup>2</sup> should convince us of its greater teaching potentialities in a new and widening area:

### **What Television Does**

1. Television demonstrates in the "how to do it" manner, especially when there are involved exact manipulation in a fixed sequence —
2. Presents eyewitness accounts of what happens in any variable situation —
3. Presents talks, with picturization of dramatized illustrations as the talk progresses —
4. Converts lessons to picture animation —
5. Takes us to great public events with word and picture description —
6. Enables us to sit in the front row, or on the fifty-yard line, for athletics and sporting events —
7. Presents panoramic views of spectacles and pageants —
8. Gives us front seats at stage presentations of dramatic performances or concerts —
9. Induces audience participation and stimulates viewers to identify themselves with the program action —
10. Converts discussion programs into immediate use, with full value to the viewer. Reactions of the participants can also be observed.

TV programs may be models for teaching programs for every subject in the curriculum especially in the fields of language arts, social studies, science, fine arts, and

cocurricular activities. I would like to illustrate these facts concretely by mentioning some of the outstanding educational programs that appeal to those from preschool age to adulthood.

### **Educational Programs**

"Ding Dong School" for pre-school children, a popular educational television program, is a kind of nursery school, paced to the understanding of three- to five-year-olds. "Miss Frances" entertains and enlightens them with toys, games, stories, puzzles, rhymes, and also helps with drawings and cutouts as they sit before their TV set at home.

At one time during the school year 1952-53 the children were going to school via TV in Baltimore because of a city-wide strike of maintenance men.

"Telaventure Tales" is a storytelling program for children which originates in Seattle. This outstanding program is produced by Gloria Chandler and makes possible for all teachers to borrow the films made from this telecast, free of charge. (These films are sponsored by publishers of children's books.)

"Armstrong's Circle Theater" is sometimes adapted for children's dramatics.

"Lucky Peep" is a puppet show put on by teen agers.

"Horizons" is presented by a Columbia University students' group.

Operas — especially for music lovers.

Great public events may be extremely well illustrated; for example, the "Inauguration of President Eisenhower," "United Nations General Assembly," and the "Coronation of Queen Elizabeth."

"The Author Meets the Critics" — author and critics engage in some exchange of opinions.

\*Mount St. Joseph Teachers College, Buffalo 14, N. Y.  
<sup>1</sup>New York Times, Apr. 26, 1953.

<sup>2</sup>Franklin Dunham, Ph.D., Chief of Radio-Television, U. S. Office of Education, Washington, D. C.

"Reports to Parents," televised in Newark, N. J., shows many phases of the curriculum from kindergarten to grade 12. Parents and taxpayers gain a valuable insight into newer procedures and methods, as well as the growth and variety of courses being offered.

Last but not least, Bishop Sheen's famous telecast, "Life Is Worth Living."

The regular commercial television programs provide a basis for weekly current-events lessons. TV newscasts present up-to-the-minute material during school time much faster than newspapers and weekly school news magazines can.

Another type of TV program that can be used during school hours is the home-economics presentations. For instance, funds are not generally available for girls to receive instructions in cooking Thanksgiving turkeys in school. Eighth-grade girls actually saw this material on TV, while their mothers watched the same program at home. Girls take a great deal of interest in the cooking demonstrations and clothing designs shown on television.

### TV Demonstrations

TV use of maps, charts, flat pictures, and movies makes the presentation of news very interesting. Students can easily associate places and events with pictures that are televised.

Eyewitness demonstrations are to be found particularly in surgery and scientific programs.

Who benefits from these programs? Children, teachers, parents, and all adults!

Teachers can benefit from these demonstration lessons as well as from in-service courses offered via TV. New methods and new materials can be introduced and popularized in this way.

Instruction tends to improve as a result of these telecasts. Practical training courses can be brought to teachers through television.

P.T.A. study groups can plan many programs for studying child development. Demonstration lessons, featuring the use of audio-visual materials, should be widely televised as a phase of the public relations program of school systems.

### At Home and at School

Handicapped children can receive help in school subjects. Children who are at home sick, unable to attend school, can learn through television.

How can teachers make use of these television potentialities in the classroom? Schools should be set up with television sets. Because of not being able to preview the material, teachers should make

use of program guides and advance information so that they will be well prepared when the program is televised. Teachers can also make bibliography notes or outlines during the telecast. They can also observe the reactions of students. When children remain in the same room most of the day, TV can be used by adjusting the time schedule of the students. In fact, efforts should be made to get schools to co-ordinate their time schedules.

Let us not forget, however, that television will never take the place of the teacher or of the classroom situation. After all, what counts most is the teacher, not the gadget. This was proved about five years ago in Philadelphia when a strike among the workmen closed the schools and children were taught their lessons by means of television. This served its purpose, but children were very happy and anxious to start back to school. This was the real beginning of educational television in Philadelphia — the pioneer on television.

### Preparation of Teachers

Teaching with audio-visual aids is not an easier but is a more difficult classroom procedure. Because TV is more complex, our job is to train teachers to use this more potent and enriched way of stimulating student activity. If we cannot give all children equally good teachers, we can at least try to give all teachers equally good tools.

What steps can we take to prepare teachers to use the educational channels offered? These are some of the things that we did in our college and maybe they will be helpful to you:

First, our radio studio was turned into television workshop classes. An evening class in television was conducted by a professional man from our local studio. An original script, "Party Line," was developed by one of the students in the class and was actually televised. "Party Line" was also of educational value to all viewing it. It brought out discrimination in the use of the telephone in case of emergency. The Christmas pageant, "The Nativity," was presented by another class at our college, the class consisting of students of all denominations. A choral group also participated.

An in-service class in audio-visual aids was held for Sister teachers that they might use these video tools to advantage and with facility. A course on writing and producing television programs was also given for the Sisters last summer. Much creative ability was developed in this course. Typical material was contributed by the college to the Regents in order to

participate in the State's proposed educational TV network.

In educational courses also in our own college, teachers are encouraged to introduce curriculum units for the improvement of TV habits; to discuss with their students selected programs of educational value; to send classwork to the TV station and have it shown on the "Fun to Learn" program. This certainly motivates children's learning and new ideas are received from viewing this program.

"Live and Learn" program, televised under the auspices of the State Teachers College in our city, and "Schools at Work," under the auspices of the board of education, give a fine opportunity for the Sisters to observe model lessons and evaluate teaching procedures.

### Public-Relations Value

Let us show the public that we religious teachers do not have to take a back seat and be ashamed of our schools. Maybe this will even bring us more vocations. We certainly need them!

Television for us is certainly an excellent way of establishing good human relations. I'd like to tell you the story that was told to us at the National Catholic Educational Association (N.C.E.A.) Convention by Miss Margaret Mary Kearney, of Station WCAU, Philadelphia, Pa. Since this is a lay person who told the story, I feel free to relay it to you. Miss Kearney told of the best lesson that she ever saw taught. It was a science lesson taught by a Sister to children of the elementary grades. The television crew were all non-Catholics and had never been that close to a nun before. When the telecast is ended, as a rule the usual procedure is a rush out of the studio to make arrangements for the next show to be televised. However, on this occasion there was no rush out of the studio. These men crowded around Sister and the children of the class, plying her with questions as to where Sister had received her training in science and excellent techniques in teaching, asking how the children could be so well trained, and explaining that the efficiency of the entire program was simply amazing to them. Just a little sample of what we can do!

The schools cannot afford to pass up this remarkable opportunity for taking the classroom to the public so that all may see and understand better the work of the school. His Eminence, Francis Cardinal Spellman,<sup>3</sup> in a brief address to the directors and educators attending the CBS network workshop in the spring, paid tribute to many contributions the television in-

<sup>3</sup>The Catholic News, Mar. 7, 1953.

dustry has made to the fields of culture and religion. His Eminence pointed out that the proper use of television contributes greatly to the spread of religious understanding and general good will everywhere.

Television is no longer a dream. It is here! If only all teachers were enthusiastic and would try their best to use this won-

derful invention, as many say, the greatest since the printing press. Television can be shaped by thinking people who care enough to shake off their apathy and do something constructive about it. As the saying goes, "All roads lead to Rome," and "Rome" in this case is the furthering of the learning process.

Let us, as religious teachers, have God

as our Director for our television apostolate and St. Gabriel — who has been made patron of this medium — as our announcer to the world and thus all that we say and do will be Christ's way produced. What will you do this coming year to exhibit an inventiveness and imagination in using television for constructive ends in education?

## They've Never Been Taught Photoplay Appreciation

Brother J. Lucian, F.S.C. \*

A SURVEY of a large Catholic high school for boys revealed that 76 per cent of the students never consulted the Legion of Decency motion picture ratings.<sup>1</sup> Even worse, upon further investigation, it was found that they were woefully ignorant of its purpose, necessity, and in some cases of its existence. Presuming that this group of 1200 Catholic boys is not exceptional or extraordinary, there are many questions for Religious teachers to answer. Before long, in teaching photoplay appreciation, it became evident they had never been taught anything about this leisure time activity. Upon discovering facts from parish priests, theater managers, ushers, parents, police, and the boys themselves, the following unit was found to be necessary. It is a working unit lesson outline for teaching photoplay appreciation.

This has a definite place in every curriculum, especially when boys and girls are well advanced in their high school course. It has been introduced successfully in the sociology and civics classes. Parts of it should be utilized in the religion classes. The present movement in the English classes to combine photoplay appreciation with the study of the novel and the drama, is working out very well.

Television is bringing out more and more the necessity of giving the young people some sound basis and standard for

judging what they see on television. This includes the standpoints of art and morality.

### A Practical Subject

The boys express open surprise at the teacher's intention of instructing on something students always thought out of the Brother's holy sphere. The memory of the face of a dazed senior when he was told, "Yes, the Brothers do see pictures occasionally," will always stay with me. It is typical of their ignorance that the boys suspect no religious will ever understand the temptation they have as a result of some pictures or television programs, because they feel that on these two topics their teachers are definitely untrained and uninterested.

Teaching such a unit will gain their confidence concerning a very modern problem. It will render impossible the accusation: "They have never been taught."

### Using the Outline

An outline like this can be utilized in various ways by the intellectually curious teacher. Some prefer to explain the outline, point by point, in story form, writing important parts on the board. Others prefer that the students copy the complete outline as it is written. Again some teachers distribute copies of the notes, and lead the students into discussing them among themselves, and interject practical questions and examples as they move along. The material outlined should be "test material" and can find a practical place in the drama, English, or sociology note-

books. The author is interested in any results or reactions.

The student's interest presumably having been aroused by the first few points of the study, he can be assigned a term paper on some phase in which he is especially interested. The discussion questions may be handled as class talks, perhaps in the speech class.

A point of emphasis should be the idea of the foolishness and danger of going to *pictures at random*. The more the students know about the good in the industry, the more *artistically* fussy they will become and the more *appreciation* they'll have.

### AN OUTLINE ON PHOToplay APPRECIATION

#### I. The Legion of Decency

- A. Legion begun by hierarchy in 1934.
- B. *Vigilanti Cura*, Pius XI. Encyclical on "Motion Pictures."
- C. Principal aim of the Legion: discouragement of production and support of films having low moral tone.
- D. Classifications are explanatory and informative; dangers pointed out.
  - A-I. Morally Unobjectionable for General Patronage.
  - A-II. Morally Unobjectionable for Adults.
  - B. Morally Objectionable in Part for All.
  - C. Condemned.
- E. Power of the Legion
  1. Power comes from all Catholics co-

\*Cretin High School, St. Paul, Minn.

<sup>1</sup>We are not identifying the school in which the survey was made, but we wish to state that it was not Cretin High School. — *Editor.*



## Our Lady of Zapopan

This is Our Lady of Zapopan in her traveling costume, one of her many garbs. The Mexicans call her by various names — The Virgin, the Queen of Jalisco, the Queen of the Franciscans, the General of the Armies, or *La Chapparrita*, (the pretty little girl).

Since 1530, when Our Lady of Zapopan worked a miracle to convert the Indians, she has been their Queen. During part of each year, she travels from place to place, and then returns to her shrine at Zapopan.

The photograph was obtained from Rev. Gabriel de la Mariscal, O.F.M., Guardian of the Basilica de Zapopan in the State of Jalisco.

operating in abiding by Legion's ratings.

2. Knights of Columbus, Catholic War Vets, Catholic schools and colleges, united, are a powerful voice clamoring for clean entertainment.

3. Catholics refrain from seeing condemned pictures and from patronizing theaters that show them.

4. Practical, local examples of Catholic action concerning the Legion should be used.

### F. The Production Code

1. Voluntary self-regulation of the industry. Imposed on the studios by the studios to assure standards of movie-making of which the Legion will approve.

2. Its principles help regulate the morals of the industry. The Production Code is disliked by many in the industry, as a restriction controlling producers' freedom of expression.

3. The NCWC in Washington sums up the principles of the Code:

a) No picture shall be produced in which evil is made to appear attractive or good unattractive.

b) No picture shall be produced in which

the sympathy of the audience is thrown on the side of wrongdoing, evil, sin, or against goodness, honor, innocence, purity, or honesty.

c) Correct standards of life shall, as far as possible, be presented.

d) Law, human or divine, shall not be ridiculed, nor shall sympathy for its violation be created.

e) Treatment of crime must not make heroes of criminals nor seem to justify their actions.

f) Sympathy of the audience must not be thrown against marriage as an institution.

4. Examples can be contributed from films and from life by students and teachers to illustrate each point of the code, using known books and newspaper accounts.

### II. Suitability of Films

A. Movies are frequently the occasion of sin. Occasions of sin must be avoided.

1. Definition: Any person, place, or thing that might lead to sin.

2. A proximate occasion of sin must be

avoided, when the person knows that such a movie will attack his or her purity.

3. Father Aloysius McDonough, O.P., writes in *Sign*: "We are bound in conscience to have reasonable assurance, before going to a Class B movie, that, at least for ourselves as individuals, the particular B picture is harmless. Making all due allowance for the relativity of some occasions of sin, we must remember that 'Objectionable in Part' means 'gravely objectionable' for a considerable number of persons."

B. Pictures may be dangerous because of setting or plot.

1. Setting: includes the presentation of acts and words capable of inciting sin.

2. Plot: includes the teaching of erroneous principles and advocates a false standard of life, contrary to faith and morals.

C. Suitability of Class B Pictures.

1. The official reason for the picture being objectionable determines the degree of culpability.

2. Scenes depicting passionate love may influence more people than scenes of gang-

sterism; a number of people are bound to be affected by one or both of these objectionable sequences.

3. Examples of Official Legion objections;

Class B:

a) "Breaking Point"—suggestive situation and dialogue makes immoral action seem right. "Lion and the Horse"—tends to condone the taking of the law into one's own hands. "The Brigand"—tends to condone immoral actions, suggestive costuming. "The Half Breed"—suggestive costuming.

b) "Surrender," "Three Husbands," "Emergency Wedding," "We're Not Married," "With a Song in My Heart"—reflect the acceptability of divorce. The teacher should emphasize the teachings of the Church on this point, showing that it is not something to be made funny or treated lightly.

c) Some pictures would be rated as unobjectionable for all or for adults, but have to be put into the B class because of suggestive dances. The question of dancing, ranging from proper ballet to adagio, and from apache to comical dancing, must be faced squarely. Much of this is seen on television. Film examples: "She's Working Her Way Through College," "Glory Alley," and "Singing in the Rain."

d) Through consistently careful reading of the Legion listings the teacher can keep examples up to date.

4. Whether a student attends a certain picture should be up to his own judgment after he has checked with the Legion list. The frequency with which he attends, his degree of maturity, his companions, his tendency to imitate, and particularly his own conscience, will help him determine whether or not he should attend a certain picture. If a person was once affected by seeing a certain picture, his reaction will probably be the same for other pictures of the same type.

D. Movies do influence conduct.

1. Studies and statistics show that about 50 per cent of teen agers have been influenced in their conduct by the pictures they see. Students can give examples of the following:

a) Some pictures influence to good.  
b) Some influence in the matter of sex and love.

c) Some pictures lessen respect for authority.

d) Some pictures make home life seem unsatisfactory by comparison.

e) Some pictures form matter for day-dreams and imprudent discussion.

f) Laughing hysterically, weeping uncontrollably, and being frightened severely are common occurrences for some movie-goers.

2. This should be emphasized: We cannot go to pictures at *random*.

E. Movies are made for one reason—money.

1. A movie which is an occasion of sin does not concern many producers. No matter what the moral problem, if it makes money it has an "excellent" rating in the industry.

2. Voluntarily leading a person into sin is wrong. Some stars and producers are responsible.

3. It is well to remember that the movie isn't as realistic as it looks. It is only a picture on a screen and shouldn't carry us away or influence us in any detrimental way.

4. Many people are very near the actors when the filming is done and for them it's just a job—electricians, writers, extras, hair-dressers, script clerk, publicity men, directors, special-effects men, painters, camera men, mike operators, and visitors to the set. What you see on the screen is the total result of the work of all these people. An intimate scene filmed for the screen is actually not private and intimate at all—it's *acting in public*.

### III. Favorite Types of Pictures and Stars

A. Favorite types of pictures for teen agers in order of preference: comedy, war, and musicals.

B. Favorite stars: June Allyson, Esther Williams, Elizabeth Taylor, Doris Day, Debbie Reynolds, John Wayne, James Stewart, Martin and Lewis, Abbot and Costello, Bob Hope, and Bing Crosby.

C. Pictures in which these stars have played lately can be brought to the attention of the class, and a class poll taken and compared to the national polls of popularity.

D. Private lives of the stars.

1. Much bad example and scandal given by some and exploited by agents and columnists.

2. Much good example given by Catholic stars and others.

a) Some model Catholic stars: Margaret O'Brien, Joan Leslie, Irene Dunne, Loretta Young, Fibber McGee and Molly, June Haver, Ann Blyth, Mae Clark, Bing Crosby, Pat O'Brien, Dennis Day, Danny Thomas, Jimmy Durante; anecdotes and biographies about whom students could be encouraged to read.

b) Examples of good lives in Hollywood:

1) Mrs. Tom Lewis (Loretta Young) went to Mass and Holy Communion with husband and three children on the occasion of their twelfth wedding anniversary and the family was enrolled in the Scapular.

2) June Haver, selecting pictures which have unobjectionable roles only, spent her

free time decorating the Newman Club building at the University of California.

3) Clara Lamore, U. S. Olympic swimmer of 1952, joined the Religious of the Cenacle in New York.

4) Colleen Townsend joined a religious movement for young lay people and gave up her career as a Hollywood star.

5) Mae Clark, a convert, says the Rosary between takes on the set.

6) Joan Leslie, for some time denied employment by producers because she refused to act in immoral screen plays, was chosen as the best young Catholic actress of the year 1948.

7) Mrs. Paul Brinkman (Jeanne Crain), model mother and actress, and Ann Blyth, from St. Stephen's in New York, models for young women in modesty of dress.

8) These examples give an idea of how the good should be emphasized over the bad.

E. Religious Pictures.

1. "Loyola, Soldier and Saint," "Guilty of Treason," "Monsieur Vincent," "Miracle of Our Lady of Fatima" (now breaking records in New York), and "Divine Tragedy." The young man chosen to play the part of Christ in this last picture entered the priesthood when his role was finished because he was so affected by the personality of Christ.

2. "Joan of Arc" was not the success it should have been because it was not understood by the mass of movie-goers.

3. Each of the above, and all future religious pictures can be reported on in the religion class.

F. Books as the source of movie scripts.

1. Recent books include *Quo Vadis*, O. Henry stories, *Ivanhoe*, *Lydia Bailey*, *The Robe*, *Julius Caesar*, *The Egyptians*.

2. Some books recent students have suggested for filming: *Damian the Leper*, *20,000 Leagues Under the Sea*, *The Blue Cross*, *Mississippi Blackrobe*, *The Robe*, *Hot Rod*, *Seventeenth Summer*, *To Every Man a Penny*, *Arundel*, *Microbe Hunter*, *Gulliver's Travels*, *Lucky to be a Yankee*.

3. Teachers should be aware of the reading tastes of their students and having them read and choose books for movie possibilities is a means of stirring up interest.

4. Students should be taught how to evaluate books made into pictures, how to compare the two, etc. This has a place in the English classes, in the study of the drama and the novel.

### IV. Research in Hollywood

A. Expert analysts carry on a great deal of research, mathematically determining what the public wants and meticulously analyzing pictures already made.

B. Some types of research culled from *Hollywood Looks at Its Audience*, by Leo Handel:

1. Content analysis of motion pictures to determine if American life is portrayed as it should be, to determine amount of running time spent on vulgarities and objectionable parts, etc.

2. Experiments with galvanometers, program analyzers, and reactographs, to measure blood pressure, excitability, impressions.

3. Attitude study, having cards filled out before and after seeing a picture.

4. Movie diary studies, reactions to pictures written and accumulated over a period of time.

5. Tests to determine effectiveness of visual over oral education.

6. Polls taken among movie-goers to determine popular casts and popular titles for forthcoming pictures.

7. Fan mail analysis.

8. Polls taken to determine popularity of plot description proposed for forthcoming pictures. Students can write up some model plots for picture production.

9. Study of attendance habits, and audience composition. Most studies show, for example, that the more years a person has spent in school, the more often he attends motion pictures, and that persons in higher economic brackets attend more often than people in lower brackets.

### Topics for Study

List of topics to be covered in class discussions, written assignments, or term papers:

1. The public is responsible for the types of pictures made.

2. The average person's emotions run away with him during a motion picture.

3. The producer uses this fact of emotion to advantage.

4. There is little relation between the popularity of the star and the picture in which he plays.

5. The films can be a source of good or bad propaganda.

6. We identify ourselves with the character in the picture.

7. Movies teach about geography, history, politeness, public speaking.

8. Movies teach directly or by implication certain unsound ideas concerning wealth, happiness, love, marriage, murder, war, nationalities, unemployment, politics, fights, crimes.

9. Successful pictures bring imitations again and again in a current fad.

10. "Message" pictures are always exaggerated and boring.

11. What inferences can be drawn from the fact that children accept as authentic what they see on the screen?

12. What inferences can be drawn from the

fact that in many cases, teen agers' conduct or attitude toward life has been influenced by motion pictures?

13. Pictures of wealth tend to make some spectators dissatisfied with their home life.

14. Scenes of suggestive costumes or love scenes have an effect on teen agers.

15. Under some circumstances attending movies becomes an occasion of sin.

16. Some criminals got bad ideas from pictures.

17. How do film reviews differ according to the religion of the reviewer? According to his purpose in writing?

18. Movies give false ideas of America to people in foreign lands.

19. Many Hollywood divorces (in life and on the screen) have a bad influence on attitude of young people toward marriage.

20. Motion picture censorship is too strict; is necessary.

21. The Production Code is hated by many in the industry although its principles are kept.

22. Prove by explanations and by pictures that movie advertising is frequently misleading.

23. A history of one or more of the leading production companies.

24. An analysis of the technical aspects of movies; camera tricks, telescopic lenses, slow-motion, stunt men, synchro-screen, cinerama; any scientific advances, any phase of research.

25. What I expect to see when I go to the movies.

26. Realism versus fantasy.

27. Movie censorship is necessary for preservation of moral standards.

### Additional Topics for the English Classes

1. Draw up a list of books and plays used as motion pictures.

2. Explain the basic theme of a photoplay.

3. Read both movie and play scripts and compare.



A Corsage for Mother

4. Read book and movie scenario, or play script and book and compare.

5. Compare character delineation as it is portrayed in a book or play with its portrayal in a film.

6. Write reviews and compare with reviews found in papers and magazines.

7. Write advertising material for a book jacket and a preview advertisement of the book filmed.

8. Oral reports on pictures, giving impression, lively incident, interesting character—tell what it was about, not what happened.

9. Discuss: What can a book do that a movie cannot do and *vice versa*? Which can give most detailed unfolding of plot?

10. Outline a movie scenario from a book. (*Silas Marner*, etc.).

11. Determine whether hero's struggle is internal or external or both, in the book and the movie.

12. Read various reviews of some movie and notice how they differ.

13. See a movie in class of a book all have read. Discuss points of difference, and likes and dislikes of class.

14. Discuss merits of the Academy Awards, Pulitzer Prize, Nobel Prize, Laetare Medal, Christopher Medal.

15. Talks by teacher or pupils on the professional journals and papers important in the film and stage play industry.

16. Talks on phases of the screen and stage world by pupils, guest speakers in the business, actors, or drama coaches.

17. Show how the principles of the Production Code may be used to regulate plays and books.

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# Foreign Feature Films for Catholic Schools

Walter M. Langford, M.M.L. \*

THE past several years have witnessed a rather remarkable upsurge in the importance of audio-visual materials and techniques on all levels of education. It is entirely probable that this upsurge will continue in the years ahead. Indeed, there are those who contend that the movement is as yet only in its infancy. In any case, it seems entirely clear that audio-visual education is here to stay. It is advisable, then, even imperative, that Catholic schools not be left behind in the rapid development in this direction. The time to act, of course, is the present, for otherwise we shall, sooner than we think, be far outstripped by our colleagues in the public schools and secular colleges. In many instances they already hold initial advantages, which need not be conceded to them except in cases where they hold an undisputed edge in the material realm. In fact, to the extent that the equipment can be acquired, there appears no valid reason why our Catholic schools should not be in the forefront and help to determine the manner in which this new educational technique is to be expanded.

The audio-visual field is many sided, embracing such aspects as tape, disk, or wire recording, opaque projection, film slides, filmstrips, and silent and sound films, both in short and feature lengths, to say nothing of numerous other devices, applications, and possibilities.

For the moment, let us consider briefly the feature-length foreign film, with an eye toward its optimum utilization in the curricula of Catholic schools and colleges. Attention must be given to such matters as the suitability and the availability of such films for use in our schools, as well as their most effective utilization and the benefits to be derived.

## Suitability of Foreign Feature Films

Under this heading must be included two aspects: the moral suitability and the mechanical suitability of the films. By the former is understood the moral acceptabil-

ity of the film under standards such as those established by the National Legion of Decency. Unfortunately, not too many of the foreign films now available have been rated by the Legion of Decency. Other evaluations on any wide and acceptable scale have not yet appeared. A modest initial step in this direction will be attempted in the latter part of this essay. As a general guiding principle, it may be said that foreign films should not be booked for school showings unless it is known that the Legion of Decency or some other responsible group has judged them acceptable or unless a preview of the films has indicated their suitability. Surely, many of the films available would not be desirable for performances before high school audiences.

By mechanical suitability is meant that the films must be available in 16mm. and that they have English subtitles. Naturally, some schools possess projection facilities for 35mm. films, others for both 35mm. and 16mm., but the great bulk will have 16mm. only. Most films available in 16mm. can be had also in 35mm., while many of them are in 35mm. only. English subtitles are practically essential for maximum usefulness of the foreign film. The relatively small number of persons at any school or college capable of following fully the foreign dialogue on the sound track will not normally justify the use of the film.

## Availability of Foreign Feature Films

Two points must also be considered here, namely, the distributors of the films and the rental costs. The following list includes most of the important distributors of foreign feature films for educational use.

Azteca Films, Inc., 410 S. Michigan Ave., Chicago 5, Ill.

Brandon Films, Inc., 200 West 57th St., New York 19, N. Y. (Midwest outlet: Film Center, Inc., 64 W. Randolph St., Chicago 1, Ill.)

Clasa-Mohme, Inc., 501 Soledad St., San Antonio 5, Tex.

Contemporary Films, 13 East 37th St., New York 16, N. Y.

Ideal Pictures Corp., 58 E. South Water, Chicago 1, Ill.

International Film Bureau, Inc., 57 E. Jackson Blvd., Chicago, Ill.

Lux Film Distributing Corp., 1501 Broadway, New York 18, N. Y.

Paul Goldman, 1472 Broadway, New York 18, N. Y.

Simpex Religious Classics, Inc., 1564 Broadway, New York 19, N. Y.

Several factors enter into the determination of the rental costs. A reasonably new film of high quality will understandably command a higher rental fee than an older movie. Sometimes the rental of the same film may be notably more expensive from one distributor than from another. Films in 35mm. are usually a good bit more costly to rent than those in 16mm. Almost always the distributor will have a lower rental fee for high schools than for colleges. In broad terms, rental costs for colleges will range from less than \$20 to \$50, or even more in some circumstances, and for high schools between \$10 and \$25. The rental fee is apt to be higher if an admission fee is charged at the campus showing of the film. The cost of securing foreign films may be financed in several ways. Perhaps the general film budget of the school will be ample to absorb the rental of one or more foreign films per semester. Interested departments in the school may pool their budgetary resources to bring in such films. A special fee, in the nature either of tuition or of a laboratory fee, can be charged against all students who will be concerned with the foreign film showings. Or a nominal admission fee can be charged, in which case the proceeds may be subject to federal tax.

Any of the distributors mentioned above will be glad to send information about the foreign films which they handle. Brandon Films will be found to have probably the widest assortment of all in various languages, their only shortcoming being that they have no films in Spanish. Their interest in the educational use of foreign feature films is absolutely superior. Clasa-

\*Head of the department of modern languages at the University of Notre Dame, Notre Dame, Ind.

Mohme and Azteca Films specialize in films with Spanish sound track. Contemporary Films offers pictures in several languages, though none in Spanish. Ideal Pictures can supply films in most of the common languages, including Spanish, but many of their movies are in 35mm, only and few of them have English subtitles. International Film Bureau handles a number of features in French and a few in German. Lux Films has some Italian features; Paul Goldman offers a number in several languages; and Simpex has several religious films, mostly in Spanish and Italian.

### **Effective Use of Foreign Feature Films**

The most effective use of a foreign feature film will have to be determined in each case by local circumstances, the immediate aim in the use of the picture, the nature of the film itself, and the make-up of the audience. A general procedure which has been found to yield superior results is the following: (1) A preview in advance of the scheduled showing, to be attended by teachers from all interested departments. (2) A discussion by these teachers after the preview, for the sake of analyzing the film and establishing its values with regard to students in the various fields. Perhaps something in the way of "program notes" may be prepared in mimeographed form for distribution to the students before they see the film. In any case, each class which is to view the picture ought to be "briefed" in advance, so that the students, knowing what the film intends to do and what values it has in their own fields of study, can watch the regular showing with a maximum of interest, understanding, and appreciation. (3) The next step is the showing of the film. (4) The "payoff" comes through open discussion of the picture. Sometimes this can be done to advantage immediately after the film has ended, though a more likely way is to discuss the film in the next class period of all groups which have seen it. In language classes, where the students are capable of doing so, the discussion will be at least doubly valuable if conducted in the foreign language.

### **Benefits From Foreign Feature Films**

The previous paragraphs may have indicated some of the benefits to students through the use of foreign feature films. Some of the more obvious benefits are: The use of such films nearly always stimulates greater interest on the part of the student, and surely interest is one of the most basic ingredients in successful teach-

ing. The films can help to give more life and meaning to what the student is taught in the classroom. For language students there is the special benefit of aural training and practice in the foreign idiom. Many of the foreign films will impart to all students some aspects or notions about the life and culture of foreign lands, about the way of life and the way of thinking of other peoples, about their history, dress, customs, art, architecture, sociology, economics, their problems, their spiritual life, their family life, etc. In view of the universal character of the Catholic Church, it would seem that we Catholics ought to be singularly interested in the life and activities of people in other lands, many millions of whom are of our own Faith. Likewise, the increasingly important role of our nation in international affairs should encourage us to seek as deep an insight as possible into the civilization of other peoples, and foreign films can be of aid in this respect.

### **Selected Foreign Feature Films**

The Department of Modern Languages at the University of Notre Dame has for the past several semesters been making considerable use of foreign feature films. In fact, between April of 1949 and June of 1953 we have used a total of 75 such films in five languages (French, German, Italian, Russian, and Spanish). We are deeply convinced of the values to be found in the use of these films. In the following list will be found a summary or statement about some two dozen films which we would recommend for use in Catholic high schools and colleges. Also indicated for each film will be the language in which it is spoken (all have English subtitles), the year in which it was released in the United States (not available in all cases), the running time in minutes, and the name of at least one distributor who can supply the film. All films listed have been rated "A-I" or "A-II" by the National Legion of Decency or, in cases where no rating has been issued by that agency, are definitely worthy of such rating in our opinion.

### **French**

*MARIA CHAPDELAINE* (International, Ideal; 77 minutes). A stirring and appealing screen version of Louis Hemon's well-known novel of French Canadian life; with Jean Gabin and Madelaine Renaud.

*PASSION FOR LIFE* (1952; about 85 min.; Brandon-Film Center). An unusually interesting film about a French school teacher who employs progressive methods in his classroom, producing outstanding results among his students and mixed reactions

among the adults of the village. It has a warmth and a dignity that should appeal to all. The role of the teacher is played by Bernard Blier.

*GRAND ILLUSION* (1938; 90 min.; Brandon-Film Center). A classic antiwar film based on the dramatic story of a group of French prisoners in a German camp during World War I. Superb performance by Jean Gabin, Pierre Fresnay, and Erich von Stroheim.

*LA MARSEILLAISE* (1939; 80 min.; Brandon-Film Center, Contemporary). An unusual dramatization of the French Revolution, this film was completely financed through subscriptions from the people of France. It stars Louis Jouvet, Pierre Renoir, and Lise Delamare.

*FARREBIQUE* (1946; 91 min.; Brandon-Film Center). The life of a French provincial family through the four seasons of a year is portrayed in this film. Though it does not have a complicated or fast-moving plot, the film is unsurpassed in depicting the life and customs of rural France.

*GOD NEEDS MEN* (1951; about 96 min.; Brandon-Film Center). This is a gripping and out-of-the-ordinary handling of the spiritual yearning and problems of some rough islanders deserted by their pastor.

*MONSIEUR VINCENT* (1949; 115 min.; Cultural Films, Inc., 362 W. 44th St., New York City). A masterpiece of its kind, this film on the life of St. Vincent de Paul is particularly valuable in many ways. The performance of Pierre Fresnay in the lead role is unforgettable.

### **German**

*ORPHAN BOY OF VIENNA* (1935; 85 min.; Brandon-Film Center, International). The story of a homeless waif befriended by a happy-go-lucky street singer who gets the boy admitted to the famous Sangerknaben Choir. The musical score includes excerpts from Brahms, Schubert, Mozart, and Handel.

*THE AFFAIR BLUM* (1949; 105 min.; Brandon-Film Center). This is a dramatic presentation of a famous murder with anti-discrimination theme. It combines the technique of a "thriller" with a dissection of the social pattern in Germany in 1926.

*THE CAPTAIN FROM KOEPENICK* (1931; 96 min.; Brandon-Film Center). A delightful and pungent satire on petty militarism. A German cobbler has lost his passport, cannot secure another one, and is not able to find work without one. In desperation he purchases a captain's uniform, rounds up a company of soldiers, and descends upon the local government of a small town, completely taking it (and its funds) under his assumed authority.

*SOMEWHERE IN BERLIN* (1948; 77 min.; Brandon-Film Center). A story of readjustment and human regeneration in Berlin

after World War II. Realistic about the problems which existed, it ends on a note of hope and optimism.

### Italian

**ROSSINI** (80 min.; Contemporary). A well done biography of the famous Italian composer, with Italy's foremost opera stars in "The Barber of Seville" and other Rossini operas.

**FORBIDDEN MUSIC** (1947; 95 min.; Brandon-Film Center). A romantic drama of family intrigue and conflict starring Tito Gobbi, who sings several well loved arias.

**PROFESSOR, MY SON** (1948; about 100 min.; Lux). An appealing and touching story of an old school porter and his son who eventually returns to the school as a professor, with unhappy consequences. Aldo Fabrizi plays the role of the porter.

**A YANK IN ROME** (about 1949; 90 min.; Contemporary). An amusing and at the same time a moving story of an American G.I. who falls in love with a shy Italian schoolteacher. Part of the dialogue is in English and the remainder in Italian.

**FATHER CHRISTOPHER'S PRAYER** (about 95 min.; Simpex). This film is based on Manzoni's masterpiece *I promessi sposi* (The Betrothed). The setting is in and around Milan in the seventeenth century. It is a moving and devout story of two young

people who are engaged but have to suffer many hardships, disappointments, and dangers before they are able to fulfill their betrothal vows.

### Russian

**THE MAGIC HORSE** (1948; 60 min.; COLOR: Brandon-Film Center). A truly delightful animated cartoon in color based on an old Russian folk tale. It provides an interesting comparison with some of the Walt Disney productions.

**THE STONE FLOWER** (1946; 85 min.; COLOR; Brandon-Film Center, Contemporary). Based on the folk legend about a young artist struggling to find the relationship between ideals in art and realities in life, this film is very attractive.

**A MUSICAL STORY** (1943; 80 min.; Brandon-Film Center). A comedy romance of a Leningrad taxi driver whose pursuit of opera fame estranges him from his fiancée. A good number of popular operatic selections are heard.

### Spanish

**DON QUIXOTE** (1949; 102 min.; Azteca). A masterful production which perhaps does as much justice as any film can to the immortal work by Cervantes. It has been said that everyone who aspires to be truly cul-

tured must be familiar with the story of "Don Quixote." This is an opportunity to do so through the medium of a screen version.

**THE MAD QUEEN** (1949; about 105 min.; Azteca). Surely one of the finest films ever to come out of Spain, this historical picture is based on the drama "La Locura del Amor" by Manuel Tamayo y Baus. It is a truly brilliant film featuring the tragic story of Spain's so-called mad queen, Juana la Loca, daughter of Ferdinand and Isabella and mother of the Emperor Charles V. This is a really superior film in plot, direction, acting, photography, and settings.

**VIRGIN OF GUADALUPE** (100 min.; Ideal). This film tells the story of the appearances of the Blessed Virgin to the Indian Juan Diego on the outskirts of Mexico City in 1531.

**DIOS SE LO PAGUE** (about 1947; 115 min.; Clasa-Mohme). A truly intriguing story which features the well-known Arturo de Córdoba as a beggar by night and a rich man by day. Produced in Argentina.

**HEROES DEL BARRIO** (about 90 min.; Paul Goldman). A simple story filmed in Spain about a group of neighborhood youngsters who under circumstances of necessity form a sort of vaudeville company and eventually achieve national success. Not outstanding as a film but usable for educational purposes, especially with high school groups.

# What Think You of Audio-Visual Aids?

*Sister Robert Marie, S.L. \**

**A**UDIO-VISUAL aids are tools—means to an end—nothing more. Just as a carpenter uses a hammer to drive a nail and a screw driver for a screw, so a teacher must choose correctly and appropriately the audio-visual aid which will do the work at hand most efficiently. Carpenters' tools are sometimes used interchangeably; he may use the handle of a screw driver to pound a nailhead, but the audio-visual aids are not so convertible. Dioramas will not replace models; records cannot substitute for filmstrips, and the blackboard,

though a basic aid, is not a "solo actor" in the long line of aids found in *Social Studies for Children in a Democracy*, by J. U. Michaellis (Chapter X, p. 242). The first thing to be learned by a teacher who desires to teach audio-visually is: "choose the right aid for the lesson to be taught." All audio-visual materials have a value. However, that value is not something constant even for the same aid or machine in all circumstances. Consideration must always be given to the capabilities of each child, and that aid which he finds most adaptable to his skills is the one which he should use in order to arrive at the knowl-

edge which is the goal of a specific lesson. A teacher must never decide upon using her pet audio-visual aid to the exclusion of all others. Monotony is Enemy No. 1 which more quickly kills interest, enthusiasm, democratic spirit, and initiative than any other detrimental influence.

### The Psychological Time

There is a time designated as the "psychological"—it must be grasped. Never anticipate or postpone the using of any aid because another class has gone to the school's projection room or has engaged the sound, firmstrip, or opaque projector

\*Loretto Academy, El Paso, Tex. Teacher of sixth grade.

ahead of you. Do not present that phase of the subject matter which requires the assistance of audio-visual machines unless all preliminary arrangements for their use have been completed. It is vital to put a point over at the time when the minds of the pupils are at the peak of the "mood of receptiveness" — this time is the psychological moment. A teacher must not be slow to learn to manipulate these machines and when she has mastered them she will be wise to find some boys and girls who have a certain knack for machinery and entrust the setting up and running of the machines to them. This works from at least the fifth grade through eighth. Children respond wholeheartedly to a teacher who trusts and gives children a sense of belonging — of being needed.

### Choose Aids Intelligently

Those aids which satisfy the aptitudes of the group are to be used by that group. It is not always the expensive aid which renders the greatest service. Pupil-made helps, such as dioramas, models, clothespin dolls, clay models, marionettes, postcards, pictures, etc., though crudely made at first, provide pupils with the satisfaction that comes from being able to say, "We made all these" and then proceed to discuss the many facts which accrued from the making. Don't be afraid to let pupils construct things in the classroom. To do so provides the teacher with another opportunity to instill those principles of group activity which make for democratic modes of living. Pupils must leave tools in perfect order, put all materials in their place, leave workbench and floor uncluttered with scraps. It is the right and privilege of everyone in the class to be able to begin work knowing that all things are in readiness, and it is the duty of everyone to keep things in this same condition, otherwise he is infringing upon the rights of others.

### Aids Stimulate Thought

It is the duty of teachers to set up those situations which will stimulate our pupils to think things out. Audio-visual aids can effect such thinking. Suppose the teacher were to write on the blackboard: "Why is it easier to think globally today than it was to think nationally fifty years ago?" Would not the pupils of even a fourth grade have some answers to it? And eighth graders certainly will have more voluminous answers. The choice of audio-visual aids to be used in obtaining this solution is extensive; a few might be: sound films and filmstrips on communication, transportation, natural resources, industrial production, inventors, governmental leaders, etc.;



VALENTINES FOR MARY

Each day during the Marian Year the children at Sacred Heart School, Hollister, Calif., assemble before Mary's shrine to sing a hymn and recite the Marian Year prayer. The school is conducted by the Sisters of St. Mary of Namur.

dioramas depicting marathon runner, horse riding as a means of communication or transportation; models of prehistoric, medieval, and modern methods of conversation, communication, and transportation; relics, field trips, museums, mock-ups, weapons (real or pupil-made), etc. — the list is all but endless. Can any group of children earnestly use such things under the guidance of a competent teacher and not develop keen thinking ability?

### Aids Promote Democracy

Christian social living in these United States must have a democratic character. To bring about this distinctive mode of living we must have the ways and means of developing in our school children attitudes and behavior responses which conform to our Christian, social, and democratic standards. Audio-visual aids are these ways and means. The opportunities of listening without interrupting, of setting aside one's opinions to accept those of another, of discussing a question in an orderly fashion without arousing any antagonism in others or manifesting a domineering manner in one's self, of co-operating with each and every member in a

group regardless of race, nationality, creed, or intelligence — these and many other attitudes are the outgrowths of the intelligent use of audio-visual materials. In any classroom today there can be noted inequalities in experiences and abilities of the pupils. Discussions which follow upon work periods with audio-visual aids, provided the teacher enters these merely as a guide to keeping pupils on the right track and preventing the unimportant or irrelevant from being discussed, tend to level these inequalities. Children learn from children more often and more effectually than we teachers are willing to admit. Each child, in his own way, with the help of that audio-visual aid which suits his skills, and at a rate of learning in keeping with his mentality, arrives at the solution of a problem well equipped to contribute his much or little to the discussion periods.

### The Teacher's Role

Finally, one of the greatest values of audio-visual aids lies in teacher ability to understand their educational power and be willing to familiarize herself with any and all material that can be presented to the children by these media. All films and filmstrips must be previewed; the class must be alerted to watch for points illustrated. Discussions must follow the showing of films and, if necessary, a second showing given in case some angles are still to be cleared up. Sometimes an objective test can be given to ascertain just how much a child received from a film. The more aids used by the children, the greater will be their comprehension of any given subject. However, to simply swamp a class with these audio-visual aids would be to promote lazy learning habits and probably to curtail the reading of texts or supplementary materials.

Moderation must be the watchword of teachers, because a sense of appreciation for these aids must be engendered in our classes if they are to serve the purpose for which their inventors and advocates intend them. The pendulum has just begun to swing. Let us all be on our guard against its swinging too far, as pendulums have a way of doing. Educational systems and methods are all very good, but the prudent teacher will not fall "hook, line, and sinker" for any of them until she has watched them at work in her own classroom and has determined for herself the how, when, where, and the why of using them. Aristotle and St. Thomas Aquinas agree that man learns nothing that he cannot perceive by the senses. Audio-visual aids follow this pattern in imparting knowledge; therefore, they must have great value.

# A Communications Program for Your High School

*Sister Ignatius Marie, S.N.D.* \*

THE Contact Communications Program has been developed in order to solve a problem for Catholic high schools. The problem is one that is peculiar to the mid-twentieth century — how to teach the students to understand, to appreciate, and to use effectively the popular communications media of the present age. Experiment has indicated, not only the practicality of a communications program, but also its effectiveness in solving this problem. Since the program ties in with the over-all objectives of almost every course in the secondary school curriculum it acts as the supplement of all courses and activities, and the complement of each. Further, it makes its own specific contribution in leading the student in his development "toward the mastery and independence of his spiritual self."<sup>1</sup> It makes a contribution that responds to a particular need of today's student.

### **A Need of Today's Student**

This need includes an evaluative attitude toward the productions and contacts of the communications media and an elevated Christian standard of artistic taste. His Holiness, Pope Pius XI, reminds us of the principle that "evil communications corrupt good manners," especially with young people who are "soft as wax to be molded into vice."<sup>2</sup> While we re-read this warning, we continue to learn of the meager and inadequate reading habits of our students in their adult lives; yet, at the same time, we learn inevitably of their frequent, sometimes avid, consumption of the productions of the communications media — television, motion pictures, and radio, as well as the less evident, yet more habitual forms of communication in public speaking and discussion and in business and social contacts.

### **An Evasion of the Need**

The fact that, up to the present time, many Catholic high schools have made no

adequate provision for education along this line is open to observation. The school's curriculum is designed supposedly to meet the pupil's needs. Is it possible that our high school students are automatically sufficiently skilled in the use of artistic and effective communication techniques? Simply by being exposed to the communications contacts and productions of today, are our students unconsciously absorbing a cultured and informed taste for the good and beautiful and an elevated taste that will reject with an intelligent and keen appraisal the inartistic claptrap of the same media?

Of course, atmosphere as well as instruction plays an important role in the acquisition of culture. How many of our students of today, however, live and grow and develop in an atmosphere other than the one that is deeply impregnated with the media of oral and visual communications? We may choose to ignore this enveloping atmosphere; we may prefer to cling to the theory that our students will imbibe automatically the attitudes, knowledge, and abilities needed for full Christian living in a century of communications; we may resist strenuously any change in the *status quo* of the curriculum that for so many years has met effectively the needs of students.

The obvious fact is, however, that we are teaching students of the present — of the mid-twentieth century. As yet, we have seen no evidence of the students' abilities to imbibe unconsciously a reasonable skill in the use of communications or an appreciation and understanding and elevated taste about communications or any other subject. On the other hand, we have observed frequently the force of the warning of His Holiness, Pope Pius XI, that "evil communications corrupt good manners."<sup>3</sup>

### **A Way of Meeting the Need**

At the present time, there seem to be three general ways to meet this need. The first way is to include a smattering of oral and visual communications in the regular English course. The second is to have a

reappraisal of the contents of the English course, dropping some of the present subject matter and substituting material on oral and visual communications. The third is to introduce a communications program into the curriculum.

The first way — to include a smattering of oral and visual communications in the regular English course in the ninth year — does not seem feasible in many ways. Many recent English textbooks contain vital and pertinent application of fundamental speech techniques to specific communication situations. Unfortunately, little is offered to assist in the development of the fundamental speech techniques that are to be applied. The main obstacle to supplying this need, however, is not the failure of the textbooks, but the length of the English period compared with the amount of subject matter supposed to be taught during those forty-five or fifty minutes. Notice the phrase, to be *taught*, not simply to be *presented*. Teaching any skill, including that in oral communication, requires a procedure much more detailed and time-consuming than a few presentation lessons plus two or three three-to-five-minute practice activities during the year. We cannot learn to do anything simply by being told about the way to do it.

Yet, if sufficient time is allotted in ninth-year English actually to *teach* oral communication, some speculative questions may be posed. What, then, will happen to the *teaching* of written communication with all its ramifications, including the functional approach to capitalization, punctuation, spelling, and grammar? What will happen to the appreciation of literature? What will happen to the evaluation of books, periodicals, and newspapers, and to the development of a cultured taste for worth-while reading? We might add, what will happen to the remedial reading that is a necessity with many ninth-year students?

According to the reports of many English teachers, what actually *does* happen is this. The teacher is selective in his choice of subject matter if he is intent on really *teaching*. It is simply impossible to

<sup>1</sup>Saint Joseph Academy, Columbus 15, Ohio.

<sup>2</sup>Jacques Maritain, *Education at the Crossroads*, p. 34 (New Haven: Yale University Press, 1943).

<sup>3</sup>Pope Pius XI, Encyclical Letter on the "Christian Education of Youth," *Five Great Encyclicals*, p. 63. New York: The Paulist Press, 1939.

<sup>3</sup>*Ibid.*

teach oral communication according to present-day techniques plus all the above-mentioned subject matter in a forty-five to fifty minute class period. Naturally enough from one point of view, the subject matter that frequently is *not* selected for actual *teaching* is that pertaining to oral and visual communications.

A second way of meeting the needs of today's students is to reappraise the subject matter of the English course. This way, also, does not seem feasible from many points of view. From the subject matter of ninth-year English, just what can be omitted? Certainly not a necessary language skill. Some have suggested dropping the study of literature as the only possible omission. If no other alternative were possible, such a procedure might be the only answer. However, there is another solution — one that is both possible and practical. That is the introduction of a communications program into the curriculum.

Such a program has two parts: first, a course in communications for all ninth-year students; second, frequent review and further development of the skills and information acquired in ninth-year communications in the English classes of the tenth, eleventh, and twelfth years. This means that there will be a smattering of oral and visual communications in tenth-, eleventh-, and twelfth-year English. In a communications program, however, such a smattering is simply a review and polishing process. A mere smattering suffices in these years because the basic skills, information, and attitudes have been developed in the ninth-year communications course.

The course in communications in the ninth year does *not replace* English I. It gives one credit in communications or speech which is accepted by both regional and state accrediting agencies. This means that in many Catholic high schools, the program for the ninth year will include the following: religion, English, mathematics, an elective (Latin or an alternative), and communications. A reappraisal will take place, therefore, a reappraisal of the fifth subject that is offered to ninth-year students. Since this fifth subject varies considerably from school to school, and even, at times, from year to year within the same school, there will be different outcomes of such a reappraisal. In some cases, the present fifth subject can be offered as an elective in the ninth or tenth year. In others, the values to be derived from the present fifth subject can be obtained from some other course in the curriculum, and the subject may be dropped.

It is important to remember that our

Catholic high schools are trying to meet the needs of today's students. In order to do this, a reappraisal of some kind is absolutely necessary. In many ways, a reappraisal of the fifth subject in the ninth year is preferable to a reappraisal of English I with the possible result of an omission or radical cut of the study of literature. Today's students really need training in appreciating, understanding, and using mid-twentieth century communications. A communications program supplies just such training.

### Facts of the Mid-Twentieth Century

Let us realistically face the facts of the mid-twentieth century. The enrichment of the student's cultural background by means of television, radio, motion pictures, public speaking and discussion, and business and social contacts looms large, not only in his school years, but also in his after-school years. The education of a human being cannot be achieved in the way that a cistern can be filled with water, thus putting on the lid at graduation from school. An individual continues to grow or begins to dwindle in his after-school life. If a student's education can give him a desire for truth and beauty and a reasonable skill and ability in fulfilling this desire, it will have done much to aid him in his growth toward the full stature of Christ. In the cases of most of our students, this desire will be fulfilled largely through the use of communication contacts and productions.

Let us answer the following question honestly and without hedging. Is an education that simply ignores the development of any reasonable skill and understanding in evaluating and appreciating the truth and beauty in the communications productions and contacts of the mid-twentieth century environment, really meeting the needs of today's students for an enriched cultural background?

### The Need for Action

His Excellency, Most Reverend Bernard J. Sheil, addresses some pertinent remarks to us, both as Catholics and as leaders:

There is so much talk and so little action; and so much of that action is without contemplation, without roots in God. It is no wonder that we have not made our mark in the world, because we have not been good witnesses to the truth of Christ. There has been too much complacency, when the world is falling apart before our very eyes; there has been too much self-satisfaction, when events ought to make us bristle with indignation; there has been too much self-congratulation when we possess a truth that we do not dare to use.<sup>4</sup>

At times, it seems that this complacency, this self-satisfaction, this self-congratulation have permeated the ranks of Catholic educators. While we have many magnificent and soul-stirring examples of the vision and daring, the humility and courage that make for leadership, we also find a large amount of excessive diffidence, particularly on the local level where the action must be taken.

### Introducing a Communications Program

Of what should a faculty be afraid in introducing a communications program into the school's curriculum. Many schools have tried many different subjects as a fifth course in the ninth year. They have had such varying degrees of success and failure that it seems improbable that a communications program could produce any more unusual failure. In some cases, there is sufficient dissatisfaction with the present fifth course in the ninth year to warrant trying a communications program. In other cases, the majority opinion of the faculty may indicate their desire to attempt to meet the needs of today's students by trying a communications program.

In discussing the introduction of a communications program, it is not advisable to compare the contents of the course with that of any other course. There are no firm bases for such a comparison. The other courses and activities guide and direct the student in developing his personal treasure to its maximum extent. The communications course provides him with a key that will enable him to use his wealth effectively, not only for himself and for society, but also for the apostolic work of the Church.

Since such a key is needed by *all* the students of today, the first course in communications should be a required one-credit course for all the freshmen. If there are regions in which the freshman year is loaded already with five subjects required by the state or the diocese, communications can be placed in the sophomore year and still be effective as a means of orientation, integration, and enrichment. However, since it is a means of developing *functional* skill and ability in communications, the earlier it can be placed in the pupil's schedule, the better.

The use of the word, *functional*, is extremely important in connection with this communications course. For a student to express his ideas (effectively or otherwise)

<sup>4</sup>Most Reverend Bernard J. Sheil, "The Subtleties of Secularism," *The National Catholic Educational Bulletin*, p. 11, Vol. XLIV, Number 4, May, 1948.

under the direct stimulus and training of a teacher is one thing. For a student automatically to express effectively his own ideas in public speaking and discussion contacts and in the business and social contacts of his daily life is another thing altogether.

## **The Teacher of the Communications Program**

Of course, the communications program needs a teacher. An interesting point for administrators to notice in this day of teacher shortages is this. The course in communications for the ninth year does *not* require an *extra* teacher on the faculty. It does require a teacher with the necessary credentials and qualifications, but so does every course in the curriculum. The communications units that are included in the regular English classes for the remain-

ing three years, also do *not* require an extra teacher on the faculty. They do require that each English teacher have the necessary information, attitudes, and abilities or is willing to take the time and to make the effort to acquire them. With the detailed help that is given in *Contact*, a teacher's guidebook for a communications program in Catholic high schools,<sup>5</sup> many English teachers will be willing to do just that. The fact that the information and the attitudes and the abilities of these teachers are the result of personal initiative and in-service growth instead of being the result of formal education, does not alter the fact that these teachers *do possess* the necessary credentials and qualifications to teach the communications program.

<sup>5</sup>The experimental edition of *Contact* will be ready for use in September, 1954.

## *Any Hour Can Be a Holy Hour*

Sister M. Walter, O.M.\*

IT ALL began in the novitiate," said Sister Mary of the Sisters of Mercy. "Our Reverend Mother came over to the Novices once a month, and gave us an hour of instruction."

"What began?" asked Sister Jude of the Sisters of St. Joseph.

"The story of how any hour can be a holy hour," answered Sister Mary. "We all thought, of course, that to make a holy hour, one had to go to church, and spend an hour there, but Reverend Mother said

that one could make a holy hour even in the classroom."

"I don't feel that one could think very pious thoughts if she saw a boy tripping another, a girl cheating in an examination, or someone throwing things across the classroom," said Sister Jude with spirit.

"Ah, but all that could be spiritualized by simply saying to oneself, especially when things are hard, 'Dear Lord, I offer Thee up the next hour as a holy hour in reparation to Your Sacred Heart for John Brown in this room who never goes to Mass on Sundays.'

"M-m-m," sighed Sister Jude, "I can think of many such things for which to pray. Mary Smith's mother and father never go to church. So many of the boys and girls have broken-up homes, too. Maybe those things account for their behavior."

"Yes," said Sister Mary, "I know what you mean when you speak of bad behavior. I have a class this year which at times seems possessed. I'm going to tell the students that 'any hour can be a holy hour' and perhaps they'll bring the idea home. Then if men and women in the factories and the stores and offices start making holy hours by just offering up what they are doing for an hour, in reparation to the Sacred Heart for even another fellow worker, the world will be a better place."

Sister Jude was still a little skeptical. "Once I told the children about keeping silence for at least an hour between twelve and three, on Good Friday, and a high school girl, who was working in a department store, refused to answer customers when they spoke to her. Fortunately an older woman knew what she was doing and advised her not to speak any more than was necessary, but to do her duty."

"That's the answer," said Sister Mary. "When one makes a holy hour during the day he or she does her duty. She talks and laughs and works, and every word she utters, every sound she makes, every bit of energy she uses is spiritualized."

"I understand," said Sister Jude. "If all of these are spiritualized no one will say an uncharitable word, no one will do a mean deed, no one will laugh *at* a person. Well, I'm going to try that holy hour in the classroom myself, and if I can get even one child started on making a holy hour daily at work, at home, or in the church, I hope the Lord will put something in my spiritual bank up in heaven that I may need to draw out some day."

"If only more people would remember that *any hour can be a holy hour*," sighed Sister Mary.

## Glory Be To The Father

S.M.L.Q.P.

## Devotionally

Glory be to the Father, and to the Son, and to the Holy Ghost. As it was in the beginning is now and ever shall be world without end. Amen.

A Hymn for Young Children by Sister M. Limana, O.P., St. Mary's School, Janesville, Wis.

# The CATHOLIC SCHOOL JOURNAL

Editor

EDWARD A. FITZPATRICK, PH.D., LL.D.

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RT. REV. MGR. FREDERICK G. HOCHWALT, PH.D., LL.D., Director, Department of Education, National Catholic Welfare Conference, Washington, D. C.

BROTHER EUGENE PAULIN, S.M., PH.D., St. Louis College, Honolulu 16, T. H.

RT. REV. MGR. RICHARD J. QUINNAN, S.T.L., Winthrop, Mass.

RT. REV. MGR. CARL J. RYAN, PH.D., Superintendent of Schools, Archdiocese of Cincinnati, Cincinnati, Ohio

RT. REV. MGR. FRANK M. SCHNEIDER, S.T.D., Rector, St. Francis Seminary, Milwaukee, Wis.

JOHN P. TREACY, PH.D., Director, Dept. of Education, Marquette University, Milwaukee, Wis.

RT. REV. MGR. J. M. WOLFE, S.T.D., PH.D., Former Superintendent of Diocesan Schools, Dubuque, Iowa

3. Science and God's Providence
4. The Place of Moral Principles in Commercial Education
5. The Need for an Advanced Study of Religion
6. Moral Problems of the Surgeon
7. The Special Role of the Psychiatric Nurse
8. The Holy Eucharist: Source of Strength and Holiness
9. The Morality of Sterilization
10. What the Church Expects Her Priests to Be
11. Moral Standards for Economists and Financiers
12. The Importance of the Family Physician
13. The Role of Silk in the Liturgy and World Trade
14. Military Medical Ethics: The Doctor and the Weapons of Modern War
15. The Effect of Newspapers for Good or Evil
16. Human Relations in the Modern Factory
17. Technical Progress is Not Enough for Man

These are not mere "off the cuff" statements, but the considered and revealing expressions of a great mind in the light of the great principles of religion.

This is reading really worth while that should be definitely provided for in the budgeting of your time. And if there is no other way of getting the four dollars for a subscription, give up some of your less edifying reading.

The enterprise deserves the co-operation of every Catholic who would like to see the spread of sound doctrine, true knowledge, and common sense. — E. A. F.

## THE CATECHISM

### Are We Really Teaching Religion? No. 2

In my judgment the most significant sentence in Mr. Sheed's pamphlet from the standpoint of teaching religion in the parochial school is: *The Catechism makes it possible for people to teach doctrine without knowing doctrine.*

The teacher becomes a hearer of lessons. She has been told of the very great virtue there is in knowing the exact words of the Catechism in the exact order of the answer. There is no doubt that the Catechism may be of some use to the kind of teachers that Mr. Sheed wants, those "soaked in dogma," "soaked in the New Testament," and so possessed of the truth as to be marked by an anguished desire to convey to others what is so rich a treasure to her. But such teachers do not need the Catechism.

Those in control of the parochial schools and of Sunday schools do not have to face the issue of being sure that the person in front of class with a Catechism in her hand is a real teacher of religion. The immediate problem is often solved in Sunday schools by putting a Catechism in the hand of any Catholic, nominal or otherwise, who is available and tell her the lesson for today is Chapter V. She can comply with all the external forms of teaching that are expected, and the child with sufficient repetitions will be able to repeat the words of the answer to the right question. Just as in the Sunday school any lay person can teach Catechism, so in schools any religious person can teach it, even if she would not be permitted to teach the other subjects.

We have here not a fault of religious teaching only, but a fault of modern education. In many subjects on every level, the textbook has replaced the teacher, and has reduced the need for teachers' keeping up. It has made it possible to put a great many persons in teaching positions in these days of short supply who could not survive otherwise. The very excellence of modern textbooks makes this possible—and it gives students *something* whereas with poor teachers they might get nothing or worse.

The main point is to be on our guard against the easiest way, for it veritably might lead to the everlasting bonfire spiritually as well as intellectually. We should not be deceived by the external forms of education and the mechanically assured results. A vigilant alertness is necessary for all who are responsible for education.

— E. A. F.

A spirit of enthusiasm is an important factor in all successful striving. No really great or lasting achievement is ever realized without enthusiasm. Other things being equal the individual person who has a healthy enthusiasm for his work will go furthest in the shortest length of time. At the same time he will do with ease what the person lacking enthusiasm will do only with difficulty.

The ability to inspire enthusiasm is one of the marks of a great teacher. It is more important from the viewpoint of the student than any degree or certificate the teacher may hold. The dull, pedantic, and unimaginative teacher is uninspired and uninspiring, and there are other teachers who can make the most difficult subjects attractive.

There are times when the human well-springs run dry and a primer is needed, and the person who is capable of doing this for others is a real friend in need.—*Father Wegner in "Boys Town Times."*

## "THE POPE SPEAKS"

*The Pope Speaks* is the name of a very happy, very useful, and much needed venture in journalism. It is the name of a new quarterly magazine which will publish in full (we hope mostly in full) or in part the addresses and writings of the Holy Father during the preceding three months. It "identifies, indexes, and presents" this matter. This will be a service not only to the scholar but to the ordinary intelligent Catholic.

For intellectual diet the prospects are amazing in its quantity and its quality, as well as in the diversity of the pabulum. The Pope covers an amazing range of statements in the year on a great diversity of topics. He speaks to all kinds of people in all vocations from all over the world. It is estimated that the Holy Father averages more than a hundred notable addresses or letters in a year. Take a sampling of a few of his statements in a period of a few months (September and October, 1953):

1. The Foundations of International Penal Law
2. Youth's High Mission Today

# Definitions and Educational Terminology

Edward A. Fitzpatrick

## CURRICULUM<sup>1</sup>

Curriculum is another of the chameleon words of education. Every discussion of it should be preceded by a definition of it and the point of view from which it is defined. Its central characteristic is that it is concerned with the "what" of education, as method is concerned with the "how."

From the standpoint of education as the transmission of a culture, the curriculum in its broadest sense is the social inheritance to which everyone is entitled, limited, of course, by his capacity, his experience, the amount of time given to education, his training and his industry.

The curriculum may be defined from the viewpoint of the teacher or the learner, and the definition from the viewpoint of the learner is the more important, but the usual concept is from the teacher's viewpoint.

To the teacher the curriculum is the organization of the materials of instruction (including subject matter, classroom or extra classroom activities, projects, and other experience), to help the students acquire the knowledges, skills, attitudes, appreciations, habits, which will help the individual to realize his highest potentialities for the educational purpose.

From the standpoint of administrative control, the curriculum is defined by Jesse B. Sears in *City School Administrative Controls*, page 168, as follows:

For the purpose here, that is, from the standpoint of administrative control, one may say that a curriculum is a program of materials and activities to be utilized in accordance with set rules of procedure, which rules are in fact a part of the curriculum itself. That is, a curriculum is a plan, an outline of a body of knowledge, activities, and procedures to be administered by rules, which rules help to define the subject matter and tell how it is to be treated in the process of instruction.

From the standpoint of the student the curriculum includes the activities which constitute his experience which is reconstructed, broadened, and enriched in the direction of the educational purpose. The curriculum may also be defined from the standpoint of the learner as to where he is now and of his later status as an adult. The curriculum from the learner's standpoint is made up of those experiences which answer his present needs, that is, which are significant to him now or required of him, and which will also enable

him to meet the objectives of his adult life (the main point here is that his present life must not be sacrificed for a later, uncertain adult life, though by meeting the needs and responsibilities of today, he may be in a better position to live a fuller, richer life as an adult). His present need furnishes the personal motivation, though the experience must also be useful in his further development.

The curriculum in the school sense is that part of the social inheritance which is selected for use in the school to achieve the educational purpose however defined.

In a narrow school sense the curriculum has often been defined as the subject of studies which are taught in schools. But it may be broadly defined, adapting one of Good's definitions, as a body of prescribed educative experiences under school supervision, designed to provide an individual with the best possible training and experience to fit him for the society of which he is a part or to qualify him for a trade or a profession, and, more significantly and primarily, to help him achieve through his self-activity the highest potentialities of his human nature.

## MATERIALS<sup>1</sup>

Materials (educative) are those supplies which are directly related to the learning process, or indirectly to the teacher's program of instruction or capable of creative use by the student, such as, curricula, courses of study, textbooks and other books; clay, wood, iron and other metals; machines; visual aids, including maps, charts, pictures; models; moving pictures; tape recordings of radio programs; kinescopes of television programs. They will include the use of any material—play materials, work materials, art materials, necessary to give the child contact with the concrete, but which nevertheless have meaning for the child in his present situation and for his development toward ideas, concepts, meanings, and principles.

## ACTIVITIES<sup>1</sup>

In a strict sense, everything a child does in a school is activity. The new emphasis on activity in education is a protest against what was called the passivity of the older education. The student's principal activity then was listening. Activity in the new schools requires movement. It includes physical activity, mental activity, and artistic activity.

Normal procedures for school activities include trips and excursions, visiting libraries

and museums, running a class newspaper, managing a school city, operating a store, and bookbinding, clay modeling, experimenting, as well as the more conventional activities; listening, talking, and reading about textbook or teacher's statements. Many of these activities were used in the old school, but they were incidental or supplementary. Now they are to be central and integral. The schoolroom, instead of being designed especially for listening, is now organized as a kitchen, a ship, a laboratory, or a theater.

Unfortunately, a great deal of activity may be educationally futile. It may be just physical activity without any idea of the child's part or any appreciation of the significance of what he is doing. In educative activity the child must have some idea of what he is doing, but it must lead not merely to further activity but to meanings, conceptions, and principles.

Where the effort is made exclusively to rely on activity, there is strong likelihood of a lack of design and lopsidedness in the curriculum. The teacher and the child both become "in the grip of the local, the endemic, the near at hand, the immediate" (Rugg and Shumaker, p. 113). There is likely to be in this type a lack of interest in ideas, in meanings, in principles, and in processes of reflective thinking.

We should always keep in mind Francis Thompson's statement in his poem, *Contemplation*, "Nothing so active as that which least seems so."

## ACTIVITIES CURRICULUM

The *Activities Curriculum* is a curriculum in which the central experiences are activities: intellectual (discussion, projects, etc.); social (games); creative (art), rather than subject of studies. Pupils are active in all schools to some degree. In the traditional school there are debates, dramatizations, play activities, drawing, but these are incidental for the most part. They are not the central educative experiences.

## ACTIVITY SCHOOL

The Activity School is a school organized about "the spontaneous personal productive activity" of the student. Before it was called the *Active School*, it was called in France, *Ecole du travail*, and in Germany the *Arbeitsschule*, emphasizing the word, *work*, but this was too limiting. Activity, or creative spontaneity rather than work, was more con-

<sup>1</sup>These terms were submitted for definition by a member of the Tennessee State Curriculum Committee.

sonant with the underlying psychological idea. Names significant in the early international discussion of the Active School are: John Dewey, Adolph Ferriere, O. Decroly, George Kerschensteiner, and Angelo Patri.

### METHOD<sup>1</sup>

Method is ordinarily applied to teaching. Method is the orderly and systematic way by which the teacher aims to achieve her purpose. Greater emphasis is placed today on the way the child learns and the resulting changes in his thinking, feeling, and willing rather than on methods of teaching. Method is the principal expression of the psychological factor in education. From this point of view, there are four basic processes for the learning child: the breaking up of a whole (analysis), or the putting together of the parts (synthesis), and the passing from individual cases to generalization (induction), or from generalization to application in individual cases (deduction).

Method from another angle is the ways teachers use subject matter to help pupils learn. In other words, both the child and the curriculum are factors in method.

The Herbartians used to distinguish between general methods and special methods. General methods included those pedagogical practices which were applicable to all subjects; special methods included those pedagogical practices in which general methods were fitted to the learning mind, attempting to master a special subject matter, e.g., French or history, and influenced by the nature of the subject matter. This terminology is going out of style.

Method includes also the teacher's drills, reviews, lectures, and demonstrations to help the student learn.

In the discussion of method one study of William James in the *Talks to Teachers*, 1899, states: "Psychology is a science, and teaching is an art; and sciences never generate arts directly out of themselves. An intermediary inventive mind must make the application, by using its originality." The need for this inventiveness is always present in the presence of that "incalculable quantity," the mind of the student.

### PURPOSE: EDUCATIONAL

The educational purpose has been variously defined through the ages: (1) education of the whole man (Pestalozzi), (2) right conduct of business and the noble enjoyment of leisure (Aristotle), (3) to be wise (Froebel), (4) virtue (Herbart), (5) to praise, reverence, and serve God (St. Ignatius of Loyola), (6) a sound mind in a sound body (Locke), (7) complete living (Herbert Spencer), (8) perfecting the mind (Moore), (9) adjustment to the spiritual inheritance (Butler). All of these elements enter into the education of the individual.

In the process of self-education, which is here accepted as its essential character, all of these elements are useful means, processes, or products. The purpose of education (really

self-education) is the process of the making of men, achieving control of their own powers so as to direct their lives, reconstruct their experience, and regenerate their spirit for the realization of the highest potentialities of their human nature, and thus becoming the agent of their social and their ultimate destiny.

It is well when personal or school activities grow out of these larger purposes, but individuals must have more immediate and more intimate purpose. In much of school life as at present organized, the motivation of the individual will be extraneous, but this process should be used to discover interests, motives of a more immediate dynamic quality, growing out of the student's reading, daily experience, and his difficulties.

Purpose as a phase of meaningful learning will make the learning process self-conscious so that the student will attain not only the knowledge, insight, skill, or appreciation aimed at, but he will be conscious also of his progress and his sense of achievement.

### PUPIL NEEDS<sup>2</sup>

Human needs are desires, urges, tendencies, interest, emotions, ideomotor aspects of man's life that call for satisfaction. If all man's needs were to be satisfied we should have only self-indulgence. Some must be denied, some met, some sublimated. The pupil's needs, which are educationally significant, are those needs the satisfaction of which will help him develop as fully as possible his higher — even highest — potentialities, intellectual, moral and spiritual, physical, emotional, and social, not only in terms of his present character and personality, but also in relation to his social destiny and his ultimate destiny.

### SUBJECT

A subject is a field of knowledge organized for the purpose of instruction and learning which constitutes the main divisions of courses of study or curricula. Divisions of subjects are called courses. Typical subjects are: English, mathematics, home economics, manual training. Sometimes history is called a subject, and sometimes American history and European history are classified as subjects.

Subjects or subjects of study is the traditional way of organizing the curriculum, and is the present way of doing it in most cases. Organization of the curriculum by units is a method substituting for the subject organization a more flexible grouping of material including several subjects under some project, problem, or topic. Teaching may be poor and learning may be slight under either method.

### GRADE

The term "grade" is used to designate a section (a year's work) of the instructional program, or a group of children pursuing studies in a given annual section or year's work of the curriculum.

The term "grade" is practically universally

applied to the year divisions of the elementary school (grades 1 to 8), and frequently to the high school (grades 9 to 12). However, the high schools tend to use the college terminology of freshman (9), sophomore (10), junior (11), and senior (12) years. Occasionally we see references to the 13, 14, 15, and 16 grades — the college years.

The division in colleges of the actual program of study is into semesters (16 weeks) or into quarters (12 weeks). The academic year (September to June) consists of two semesters or three quarters. Summer sessions vary in length: 6 weeks or 9 weeks or 12 weeks (a quarter), and provide additional educational opportunity.

### SOCIAL INHERITANCE

This term is often used interchangeably with certain other words: social heredity, social tradition, social heritage, and social transmission. There are at least two aspects of the social inheritance, its content and its method of transmission. The content includes the social achievements of our predecessors, customs, folkways, mores, thoughts, sentiments, insights, and values connected with social life, which are part of the cultural or social structure or functions of the contemporary society. They are the accumulated experience and achievements of past generations that have been handed down to us from generation to generation. And this emphasizes the second aspect: the instruments or means of carrying on the tradition or heritage, namely, imitation, education, indoctrination, taboo, and social control or direction.

### SELF-REALIZATION

This is a delusive term because it is never clear what self is meant. An individual is never a single self. He has often as many selves as he has varieties of experiences. His selves may also be classified as higher and lower.

When we speak of self-realization we have to be careful to distinguish which of these selves is intended, or, in other words, whether we are talking about self-indulgence or self-control. Man lives in four realms of being: the physical, the social, the intellectual, the spiritual. Selves may be organized in each of these phases, though the highest reach of education is complete integration of all four on the highest moral and spiritual principles.

It would be well in this connection to keep in mind Tennyson's line: "Self-knowledge, self-reverence, self-control, these three alone lead life to sovereign power."

### CONTENT

*Content*, in reference to the curriculum, is the knowledge, ideas, and meanings which pupils are to learn as distinguished on the one hand from the skills to be learned and on the other hand from procedures. It is the subject matter of instruction or at least that part of it which is learned by the students.

## Marian Activities in the Business Education Class

*Sister M. Bernard, R.S.M. \**

The typing class can observe the Marian Year in various ways. A very ordinary daily lesson such as centering—horizontal and vertical—can become a Marian exercise. Instead of following the regular procedure of copying the exercise given in the textbook, one may have a paragraph of similar length but different in context. This excerpt may be from *Fulgens Corona*, or Marian writings in current Catholic magazines, or from the writings of those devoted to our Lady through the centuries.

Stanzas from Marian poetry can be used effectively for centering exercises. The striving for accurate copy may necessitate the writing of these beautiful thoughts several times. If done with concentration, this may be a means of committing to memory the material typed. At least, it will serve as a reminder of the Marian Year.

### Typing Prayers

With a more advanced class, one is able to adapt the exercise for justifying the right margin to Marian prayers—the Hail Mary, the Memorare, the Salve Regina, the Prayer to Our Lady and Mistress of This House, De Montfort's Act of Consecration, etc. The pupil may be allowed to make her own selection. The small 5 by 3 index card without lines proves quite suitable for this exercise. To make it more Marylike, a tiny sticker may be pasted on. Attractive stamps of Our Lady of Fatima are available.

Used Christmas cards lend themselves readily to this type of assignment. The inside with its verse and personal signature is removed. The card is folded with the cover inside. Typed prayers on one or on the two inner folds make a good exercise in justifying right margins. When the card is removed from the typewriter, it is folded as it was originally with the picture serving as a cover. The picture suggests to some pupils the prayers that they will type inside. For example, one girl had some covers with the Holy Family depicted. That recalled to her the prayers to Jesus, Mary, and Joseph:

Jesus, Mary, and Joseph, I give you my heart and my soul.

Jesus, Mary, and Joseph, assist me in my last agony.

Jesus, Mary, and Joseph, may I breathe forth my soul in peace with you. Amen.

Another card had as its central thought Our Lady of Fatima. The prayers that Our Blessed Mother taught the children at Fatima to be said at the end of each decade of the Rosary was judged appropriate for that particular card.

An added incentive to careful typing is that these cards are displayed on the bulletin board. Their being mounted on the bulletin board means that the workmanship is so satisfactory that these cards will be given to the sick in a local hospital and to the inmates of our state institutions. (Both places are visited by our Sisters.) The sick are delighted with these prayerful messages, read them eagerly, then place them on the small tables beside their beds. The brightly colored standing card is a cheerful reminder of our Lady and her divine Son in these large pictureless wards.

### Booklets for the Sick

This project has succeeded so well that the next plan is to prepare Mary Books to be

### A TRIBUTE TO OUR LADY

Lovely Lady dressed in blue,  
We all love you.

Whenever we are sore in need.  
Our Lady's call we heed.  
For then she'll help us if we say  
A Rosary every day.

We love our Mother very true.  
To us she is so dear,  
For if we have obeyed her,  
Her voice we're sure to hear.  
She'll tell us what to do,  
Our Lovely Lady dressed in blue.

—Original poem by James Robert Dinneen,  
Age 13, Grade 8, St. Stephen's School,  
Exeter, Neb.

distributed during the month of May. Since these books will be for the sick, for those confined to the institutions, and for the children hospitalized for a long period of time, consideration is necessary in determining the class of person for whom each book is destined. Each girl will make a wide selection for her own scrapbook. From her collection of items, she will make a final choice of the material for her very special Mary Book. She will keep in mind the fact that that which would arouse a child to greater love for our Blessed Mother would not benefit the old lady or gentleman in the institutions. However, in some cases, material will be found that should have a wide appeal. For example, in Father Peyton's book, *The Ear of God*, there is an exceptionally good account of the development of the Hail Mary. There are passages there that would be good for everyone to know. In such cases, one pupil may make multiple carbon copies. For some students, that would be a new phase in typing. For others, it would be a needed review. Still others may have reached that section in the text where typing stencils is to be taught.

Manuscript typing, too, can be taught or reviewed in conjunction with these Marian activities. The kind of spacing, arrangement of quoted material, indication of omitted material, footnote references, margins—all these would receive attention. The arrangement of the page for bibliography has its place also.

### The Results

To sum up advantages of these Marian activities:

1. Realization that each one is taking an active part in the Marian Year.
2. Greater knowledge of and consequent love for our Blessed Mother.
3. Familiarity with the wealth of materials in our own school library as well as the sources for information.
4. Enrichment of mind from contact with those imbued with love of Mary.
5. Awareness of how our Lady has affected all types of people from the early days of the Church until the present time.
6. Sense of evaluation and of fine selection.
7. Reading with a definite purpose.
8. Improvement in English and perhaps a stimulus to write one's own thoughts.
9. Development of initiative to do more to honor our Lady.
10. Ability to manipulate the typewriter with speed and accuracy so that every completed exercise has all the characteristics of good workmanship demanded in business education.

# Buzzing Visual Aids for Business Education

*Sister M. Walter, O.M.\**

"Z-Z-Z-Z-Z-Z-Z-Z-zzzz-z," buzzed the audience at the seventh annual meeting of the Catholic Business Education Association at Providence College, Providence, R. I. Everyone was supposed to be buzzing because the program read:

High School Section—Buzz Session. The reporter sat back and listened.

"Do you agree with the speaker, Charles Zoubeck (shorthand editor, Gregg Publishing Company, New York), that a teacher should give 700 to 1000 words in shorthand reading for homework?"

"I do," said one Sister.

"I don't," said another, "but I do agree with him that the student will do the writing of shorthand where he won't do the reading."

An animated discussion was in process. That is the purpose of buzz sessions.

"I'm interested," said a secular teacher, "in the coming panel discussion, 'Employers' Demands,' by Dr. Teresa Regan, headmaster of the Boston Clerical School."

"Transcription, bookkeeping, and office practice intrigue me," answered her friend. "At this time of year, we need a variety of methods."

"Do you get anything out of these meetings?" came a voice from the rear.

"If I got only this," came the answer, "it would be worth while."

The reporter turned to look at *this*. The speaker was holding up a mimeographed copy of "Selected List of Free Visual Aids for Business Education." The reporter thought it was worth while, too, so she wrote this article to pass it along to other Catholic business teachers.

## FREE VISUAL AIDS Typewriting

### *Motion Pictures*

"Tips on Typing" 21 Minutes. Public Relations Division, Underwood Corporation.

"Duties of a Secretary" Public Relations Division, Underwood Corporation.

"Ten Copies, Please." Underwood Corporation. Obtainable through Movies, U.S.A., Incorporated, New York, N. Y.

\*Sisters of Mercy, Concord, N. H.

"Electric Typing Time." 20 Minutes. International Business Machines Corporation.

"Better Typing at Your Fingertips." 30 Minutes. L. C. Smith & Corona Typewriters, Inc. Obtainable through Ladd Visual Service, 235 Stuart Street, Boston 16, Mass.

## Bookkeeping and Finance

### *Motion Pictures*

"Assignment—General Mills." 15 Minutes. General Mills, Inc. Film Library, 400 Second Avenue S., Minneapolis, Minn.

"Back of Every Promise." 30 Minutes. Continental Illinois National Bank and Trust Company of Chicago.

"Behind the Annual Report." 18 Minutes. United States Steel Corporation.

"What Makes Us Tick." 12 Minutes. New York Stock Exchange. Obtainable through Ladd Visual Service, 235 Stuart Street, Boston 16, Mass.

### *Charts*

"Income Tax Charts." Set of five charts 32 by 44 inches. Obtainable from U. S. Treasury Department, Commissioner of Internal Revenue, Washington, D. C.

## Filing

### *Motion Pictures*

"It Must Be Somewhere." 30 Minutes. Remington Rand, Inc., Systems Division.



— G. C. Harmon

### *Charts*

Poster on Filing. Smead Manufacturing Company, Hastings, Minn.

## Guidance

### *Charts*

"Careers in Business." South-Western Publishing Company, 634 Broadway, Cincinnati 2, Ohio.

## Shorthand

### *Charts*

"Hand Positions for Shorthand Writing." W. A. Sheaffer Pen Company, Fort Madison, Iowa.

"Shorthand Writing Posture." W. A. Sheaffer Pen Company, Fort Madison, Iowa.

## Insurance

### *Motion Pictures*

"For Some Must Watch." 28 Minutes. Institute of Life Insurance. Obtainable through Modern Talking Picture Service, c/o Ladd Visual Service.

"Search for Security." 17 Minutes. Institute of Life Insurance. Obtainable through Ladd Visual Service, 235 Stuart Street, Boston 16, Mass.

"American Portrait." 25 Minutes. Institute of Life Insurance. Obtainable through Ladd Visual Service.

### *Film Strips*

"How Life Insurance Began." 44 Frames. Educational Division, Institute of Life Insurance, 488 Madison Avenue, New York 22, N. Y.

"How Life Insurance Operates." 42 Frames. Educational Division, Institute of Life Insurance, 488 Madison Avenue, New York 22, N. Y.

"How Life Insurance Policies Work." 42 Frames. Educational Division, Institute of Life Insurance, 488 Madison Avenue, New York 22, N. Y.

"Planning Family Life Insurance." 46 Frames. Educational Division, Institute of Life Insurance, 488 Madison Avenue, New York 22, N. Y.

## Telephone Usage

### *Motion Pictures*

"Invisible Receptionist." 21 Minutes. Local Bell Telephone Company.

"Telephone Courtesy." 25 Minutes. Local Bell Telephone Company.

"Thanks for Listening." 18 Minutes. Local Bell Telephone Company.

## Good Grooming

### *Motion Pictures*

"Good Grooming." 30 Minutes. Castle Films.

### *Charts*

"Good Grooming Chart for Girls." Bristol-Myers Products Division, 630 Fifth Avenue, New York 20, N. Y.

## A First Communion Playlet

# GETTING READY

*Sister M. Amanda, C.S.M. \**

### SCENE I

PLACE: Kitchen of the Jennings home. TIME: September. PEOPLE: Mary and Joe, the Jennings twins. Mrs. Jennings, the twins' mother.

JOE [*running in*]: Mother! Mother! Father O'Neil came into school today and said we would make our First Holy Communion this year!

MARY [*running in, out of breath; looks at Joe reproachfully*]: O Joe, why didn't you wait for me? I wanted to tell Mother, too!

MOTHER [*smiling and hugging the twins*]: That's wonderful news, my darlings! But if you are to receive your First Holy Communion, a year is not too long to spend getting ready.

MARY: Yes, I know, Mother. We have to have white clothes, and I need a veil. [*She twirls around excitedly*.]

JOE: Aw! Just like a girl, thinking about clothes!

MOTHER [*sitting down and drawing the twins down beside her*]: You know, Joe and Mary, your First Communion is one of the most important happenings in your life. Just think, my darlings, our dear Jesus will come and live for a few precious moments in your little hearts! You must be thinking of that, not what you will wear. Here comes Daddy! Run and meet him while I finish getting dinner. [*The twins run out. Curtain.*]

### SCENE II

PLACE: A schoolroom. TIME: After Christmas. PEOPLE: Sister Mary Jude, the second-grade teacher; Mary and Joe, and their classmates; Joe's Guardian Angel.

SISTER: Now, boys and girls, Christmas is over. The year is running by fast. We must begin in earnest to get ready for First Holy Communion. You know, the most important thing is to keep your souls from sin and to fill your hearts with love for Jesus. [John raises his hand.] Yes, John.

JOHN: My mother says I like my own way too much. She told me I must do what I am told at home and at school, and if I do, Jesus

will be pleased. He will want to come into my heart. I'm trying very hard.

SISTER: I had noticed the improvement, John. I am glad you are trying so hard. Indeed, our Lord must be pleased with you.

JOE: Sister, my mother says all we have to do is listen to our Guardian Angels all the time and we'll be O.K.

ANGEL [*appearing suddenly*]: Joe's mother is right, children. I am Joe's Guardian Angel. If Joe would always do what I remind him to do, he would never offend God. Angels see God as He really is, and so we are sad when our children sin. If you could see the bad angel who sometimes tempts you to sin, you would never listen to him—he is so ugly. Remember, we good angels are always near you. Listen to us and you will always be happy. [*Angel disappears. Children sit spellbound. Curtain.*]

### SCENE III

PLACE: The same schoolroom. TIME: One

### GOD'S LOVE

I see my God in the tiny flower  
That blooms unnoticed on wayside lane,  
It knows His love.  
And e'en the common dandelion,  
Golden yellow, its fuzzy head lifted  
To daily praise its Maker, knows  
The love of my God.  
I see Him in the giant oak.  
Majestic it stands with arms outspread  
Offering its daily homage to God—my  
God.

The little fir, rustling its needles  
In praise and prayer to God,  
Knows Him, His love and care.  
And furry feathered birds, God's  
songsters,  
His love they know.  
I see my God in every blade of grass,  
His gifts of love made manifest to men.  
Myriads of flowers with silky velvet  
petals  
Arrayed in rainbow hue, they too,  
Bespeak the gentle Hand of God.

*Sister Mary Lenore, O.S.B.  
St. Thomas More School  
La Crosse, Wis.*

week before First Communion Day. PEOPLE: Sister Mary Jude; children of the second grade.

SISTER: Just think, children, next Sunday, only six days from now, Jesus will come to you in Holy Communion. This week you must be especially good. You must remember to say very often little prayers such as "Jesus, I love You. Come and live in my heart." I am going to ask each one of you to make a little sacrifice every day this week and offer it to Jesus. You remember, we learned how He suffered and died for us. We learned how the thorns and nails hurt Him. I know each one of you loves our Lord enough to do something hard to offer as a sacrifice to Him. Close your eyes, now, for a minute, and think what you will do. [*Angels appear and whisper to each child.*]

JOE [*raising his hand*]: I know what I can do, Sister. I can get up just as soon as my mother calls me.

MARY: I'll dry the dishes every night.

JOHN: I'm not going to eat any candy bars this week.

JIM: I'm not going to talk in line even once.

KATHY: When my brother teases me, I'm just going to smile at him.

SISTER: That's fine, children. Our dear Lord will be pleased with you, I know, if you keep your resolutions. Now, suppose you tell me some of the things you are going to remember this week. Jane, begin.

JANE: The Host is really our Lord's Body and Blood.

MARY: The Host was bread, but the priest changed it into our Lord's Body and Blood when he said, "This is My Body."

KATHY: We must be sorry for our sins when we receive Holy Communion.

JOHN: If we have a *mortal* sin, we must be sure to go to confession before we go to Holy Communion.

JIMMIE: When we have received Holy Communion, we must thank our Lord for coming to us, and ask Him for graces and blessings for ourselves and our families.

PATTY: We can't eat or drink anything except plain water from twelve o'clock the night before we receive Holy Communion.

EDWARD: When we go to confession, we must tell Father how many times we did each sin.

JOAN: When we come out from confession, we should say our penance right away.

SISTER: Well, children, I think you have answered very well. Now, be very good; keep your resolution to make little sacrifices; say a little prayer to Jesus many times a day. I know our Lord is pleased with you. Now, let us sing one of our First Communion hymns. [*They sing some suitable hymn as the curtain closes slowly.*]



Tableau I



Tableau II



Tableau III

## A TRIBUTE TO MARY

*Sister M. Evangeline,  
S.C.L. \**

### STAGE SETTING

[A blue velvet screen was used as the background for all the scenes. Children in choral speaking and singing groups were arranged in the auditorium to either side of the stage. Piano music of various Marian hymns was played softly as background music throughout the entire program. The Ave Maria was played at the beginning.]

### Tableau I

#### ANNOUNCER:

This is Marian Year. As children of Mary, we shall now try to do our small part in making Mary better known.

#### BOYS OF GRADES 7 AND 8 [standing]:

And there went out a decree from His Holiness Pope Pius XII, that the Whole World should observe a Special Year Honoring Mary, and that Every Person should devote himself to a Greater Knowledge and Service of Her who is his Queen and Mother.

#### ANNOUNCER:

And so we take an invoice of our lives — what can We do to become *Marylike*?

[Curtain opens on Tableau I — *Stella Matutina*. Piano music: "Immaculate Mary." — *Laudate No. 105*.]

#### ANNOUNCER:

Immaculate . . . sinless . . . spotless . . . without stain from the first moment of her existence. "Pure as the snow," we say. "Ah! never flake fell through the air," etc.

[They recite "Mary Immaculate," by Eleanor C. Donnelly, from "A Book of Fortitude,"

*Faith and Freedom Literary Readers, Grade 7, page 377.*]

#### GIrlS OF GRADES 5, 6, 7, 8 [standing]:

Marylike in soul and body!  
Marylike in mind and heart!, etc.

[Recite stanzas 1-4 of "Marylike" from a leaflet published by Louis W. Bernicken, Box 413, Mt. Vernon, Ohio.]

[Curtain]

### Tableau II

#### ANNOUNCER:

Mary learns, like all children should, her first lessons about God, from her own dear Mother — St. Anne.

[Curtain opens on Tableau II: St. Anne and the Child Mary. Piano music: "On This Day O Beautiful Mother" — *Laudate No. 100*.]

#### BOYS OF GRADES 5 AND 6 [standing]:

Who taught my infant lips to pray  
To love and serve God every day  
And walk in Wisdom's pleasant way?

My Mother, etc.

[They present as a choral reading "My Mother" from a verse card.]

[Curtain]

### Tableau III

#### ANNOUNCER:

Mary, at the age of three, presents herself in the temple to offer her life to God.

[Curtain opens on Tableau III: Mary's Presentation. Piano music: "Soul of My Savior" — *Laudate No. 134*.]

#### BOYS:

Take, O Lord, and receive all my liberty, my memory, my understanding, and all my will, whatsoever I have and possess. Thou hast given all these things to me; to Thee, O Lord, I restore them; all are Thine, dispose of them all according to Thy will. Give me Thy love and Thy grace and this is enough for me [Offering, from a verse card published by Foley and Dugan, No. 314 D].

[Curtain]

### Tableau IV

#### ANNOUNCER:

Mary, gifted above all who have walked this earthly exile, help us in our pilgrimage through this world of troubles and dangers. We come to you with childlike confidence and abandonment. Mary, Seat of Wisdom; Queen of Good Studies, Pray for Us.

[Curtain opens on Tableau IV: Our Lady, Seat of Wisdom. Piano music: "Ave Maria" — *Laudate, No. 222*.]

#### GIRLS' CHOIR:

[Sings "Ave Maria" in two parts.]

[Curtain]

### Tableau V

#### ANNOUNCER:

Mary, the Mother of God's own Son, the model of all mothers — self-sacrificing and understanding.

[Curtain opens on Tableau V: Mary with the Baby Jesus. Piano music: "O Mary, My Mother" — *Laudate, No. 110*.]

#### GIrlS OF GRADES 5 AND 6:

"Lovely Lady dressed in blue," etc.

[They recited the poem by Mary Dixon Thayer, copyrighted by the Macmillan Co. and reprinted in many anthologies. This class quoted it from "Voyages in English," Sixth Year, Campbell and MacNickle.]

[Curtain]

### Tableau VI

#### ANNOUNCER:

Remember, O most gracious Virgin Mary, that never was it known that anyone who fled to thy protection, implored thy help, and sought thy intercession, was left unaided. Inspired with this confidence I fly unto thee, O Virgin of virgins, my mother. To thee I come; before thee I stand sinful and sorrowful. O Mother of the Word Incarnate, despise not my petition, but in thy mercy hear and answer me. Amen. [The Memorare.]

Mary, Mother of Good Counsel, guide us in our journey through life.

[Curtain opens on Tableau VI: Mary with



Tableau IV



Tableau V



Tableau VI



Tableau VII

the Child Jesus at her knee. Piano music: "Mother at Your Feet Is Kneeling."

BOYS' AND GIRLS' CHOIRS:

[The choirs sing "Mother at Your Feet Is Kneeling."]

[Curtain]

### Tableau VII

ANNOUNCER:

"This Child is set for the fall and for the resurrection of many . . . and for a sign that shall be contradicted; and thy own soul a sword shall pierce." How true were these words of Simeon, for seven sharp swords pierced Mary's heart.

[Curtain opens on Tableau VII: The Sorrowful Mother. Piano music: "O Come and Mourn With Me" — *Laudate*, No. 34.]

ANNOUNCER:

Our Lady of Sorrows — Beautiful in your sorrow — teach us how to bear

"Little headaches, little heartaches,  
Little griefs of every day," etc.

[Verses quoted from "Splinters From the Cross" from a verse card published by Foley and Dugan. No. 396D.]

[Curtain]

### Tableau VIII

ANNOUNCER:

Many other titles has Mary: Mystical Rose, Our Lady of Guadalupe, Our Lady of the Miraculous Medal —

[Curtain opens on Tableau VIII: Our Lady of the Miraculous Medal. Piano music: "O Mary Conceived Without Sin" — *Laudate*, No. 104.]

ANNOUNCER:

How we should love to wear her medal!

GIRLS OF GRADES 7 AND 8:

"Tis only a scrap of silv'ry ore,  
Yet more than treasure trove,  
For Mary herself has giv'n to me  
Freely this sign of love" . . . etc.

[The choir recited "My Medal," published by The Central Association of the Miraculous Medal, Germantown, Philadelphia, Pa.]

[Curtain]

### Tableau IX

ANNOUNCER:

In modern times perhaps Our Lady of Fatima is the best known. It is in her honor that we always carry her rosary, that we finger her beads in time of joy and sorrow, that we gather by the fireside in our homes each evening to say our family rosary for the "family that prays together stays together."



Tableau X

[Curtain opens on Tableaux IX: Our Lady of Fatima. Piano music: "Our Lady of Fatima." Everyone sings "Our Lady of Fatima."]

[Curtain]

### Tableau X

ANNOUNCER:

Many lessons we learn from Mary: to be obedient, to be devoted to our duty in life, to be thoughtful, self-sacrificing, prayerful at all times.

But to live fully, to live peacefully and happily we must copy our model. We must be Marylike.

[Curtain opens on Tableau X: Mary Holding the World. Piano music: "Mother Beloved," by Father Lord, Queen's Work, St. Louis, Mo.]

GIRLS IN GRADES 7 AND 8:

[They recite stanzas 5-7 of "Marylike-ness."]

ANNOUNCER:

And for America, Mary holds a special place of honor as the Patroness of these United States.

[Everyone sings "Mother Beloved."]

[As the curtain closes the school band plays "The Star Spangled Banner."]



Tableau VIII



Tableau IX

# *A Correlation of Geography and History*

## Cotton and the Civil War

Sister M. Benign, O.P. \*

The function of modern geography is to show how the activities of man are influenced by the natural environment. Climate, surface, soil, water bodies, minerals, plants, and animals are the chief physical factors which make up the natural environment. These physical factors influence the activities of man. They help to determine what he does. Pupils will gradually acquire a body of geographic principles and knowledge of peoples and regions which will aid them in later life. All geography is linked up with the history of a people. Today we shall study the unit of cotton and show how it really was the remote cause of the Civil War.

### **Objectives or Aims**

1. To attempt to adapt the study of cotton as the economic cause of the Civil War suited to their grade level.
2. To give type of information which will show the effect of economic conditions as a determining factor in all wars.
3. Importance of cotton to the South.

### **Procedure**

*History of Cotton:* The study of cotton is a record of a great fiber that has played a large part in the civilizations of two hemispheres and across more ages than modern civilization may safely span, and is still today the most important textile fiber.

Cotton was ancient in India centuries before Caesar conquered Britain. There was a trade in cotton between the Orient and Europe at least as early as the Crusades. Cotton fabrics were among the earliest objects of trade between the East and the West after the Portuguese, da Gama, opened the water route to India in 1497. Yet in the eighteenth century a half dozen British mechanics wrested the empire of cotton from the East within a vigorous generation of invention.

Columbus believed he had reached India because he found cotton in the Bahama Islands. The weaving and dyeing of cotton were well advanced in the New World many centuries before the discovery. Yet a single Yankee invention shifted the area of cotton

cultivated in the New World within the territorial limits of the United States where it was unknown at the time of the discovery, and cotton played a great part since the first decade after the Revolution in the economic development of this country.

The early growth of New England is largely the record of the building of cotton mills. The early development of the South is the history of rapidly expanding cotton plantations and an international commerce in fiber. Today the cotton mills of the South exceed in productivity the mills of the East.

What will the future of cotton be, what new shifts in plantation areas and mill concentration may we expect? Cotton was once the principal medium of artistic expression. Cotton has become the great staple of necessity. Will it again have its golden age of loveliness; will some new fiber replace it in economic importance? Cotton has brought wealth and power, poverty and degradation in its history. What will its new relationship be to the social, artistic, and economic history of America?

### **Important Dates in the History of Cotton**

70 B.C.—The Romans used cotton tents, awnings, and canopies, compared by Lucretius with the white clouds of heaven.

A.D. 70—Pliny reports cotton cultivation and manufacture in Upper Egypt. The priests' garments are made of cotton.

1096—The Crusades introduce Europeans to the varieties of Levantine and Occidental cottons, disseminate a knowledge of cotton goods and initiate first an industry in the Crusader states of Asia Minor and later a lively trade in cotton goods among the Italian city states and Asia.

1520—Magellan reports cotton in Brazil.

1619—Cotton is grown by the colonists along the rivers of Virginia.

1700—Cotton cultivation in North Carolina furnishes one fifth of the population with clothing, the cotton being mixed with other fibers to produce cloth.

1753—South Carolina sends a few pounds of cotton to London.

1775-83—Cotton manufacturers in Amer-

ica are stimulated by the cotton goods famine incident on eight years of war.

1787-88—The first permanent cotton factory built of brick at Beverly, Mass. It was not a success.

1788—Richard Leak of Savannah, Ga., announces a new staple and decides to experiment with eight acres planted with cotton seed.

1789—127,500 pounds of American cotton exported.

1790—Samuel Slater builds a factory in Pawtucket, R. I., embodying the coveted English inventions.

1793—Eli Whitney invents the cotton gin.

1812-15—War with England stimulates American manufacture.

### **Regional Rivalry**

The advent of the Whitney gin increased the productivity of cotton and the South began to raise more of it. Cotton cloth became very common.

There were approximately three distinct periods of cotton mills in the South between 1790 and 1833. After 1812 a few northern mill men came into the South and established small plants, because it was impossible then to ship yarn to the southern markets because of the English blockades. Between 1820 and 1833 the tariff differences with the North encouraged a little mill building in an attempt to meet the argument of a protective tariff by actual physical competition from the South. This growth was retarded by the political activities of the cotton cultivators directed toward defending the institution of slavery against political attacks of the North.

The rivalry for the wealth of the Mississippi Valley, however, was but a minor factor in the economic differences of the two sections. The basic difference lay in the fact that the South was primarily agricultural and the North was becoming increasingly industrial.

The agricultural life of colonial times, founded on the plantation system and perpetuated by the introduction of cotton, tended to make the South an agricultural and exporting section with very little manufacturing. The North was continually developing a commercial and manufacturing life.

The opposition of interests first made itself felt on the question of the tariff. In the wave of nationalism following the War of 1812, southern leaders combined with northern in passing the protective tariff of 1816, but by 1824 their attitude changed, and they vigorously opposed this and succeeding tariffs. The doctrine of nullification, or state sovereignty, which had been earlier set forth by Kentucky in protest against the Alien and Sedition Acts and by New England in opposition to the War of 1812, was now reaffirmed by South

Carolina against the "tariff of abominations" of 1828 and the tariff of 1832, and the doctrine was never forgotten until it resulted in actual secession. The compromise tariff of 1833 registered a victory for the South, whose representatives, with the aid of the West, were able to prevent the adoption of the protective principle on a large scale until the Morrill Bill of 1861.

The South was victorious over the North not only in regard to the tariff, but also with respect to the public-land policy and western expansion. Southern agriculture, tied up as it was with cotton and slavery, needed room for rapid expansion. Northern manufacturers, on the other hand, desiring a more concentrated population, opposed measures which might encourage migration to the West. The South favored rapid sale of western lands in large tracts at cheap prices, while New England insisted on smaller and more restricted sales at higher prices.

The southern system of agriculture needed room for unlimited extension. Agriculture under slavery depended for its very existence upon a continual supply of fresh land, and the demand for new slave territory was literally pushed on by its own weight. Furthermore, the North began to surpass the South in population and wealth. It became essential to the South to maintain a number of senators sufficient to control the Senate and protect her interests. Southern leadership had largely favored the acquisition of Louisiana, Florida, Texas, and lands won from Mexico, and the conspiracies to annex Cuba.

### High Tariff and Free Land

As long as the states of the Northwest found a market for their agricultural products in the South, they were inclined to support that section. The alliance in the Republican party of 1860, of eastern manufacturers seeking high tariffs and western farmers demanding free lands, was to the southerner an unholy and malicious plot, and it meant the eventual defeat of the South. Southern leaders saw the issue clearly. Jefferson Davis openly declared, "that it was not the dictates of humanity or the desire to benefit the slaves that impelled the free-soil agitators to oppose the further extension of slavery—"Not at all . . . you desire to weaken the political power of the southern states; and why? Because you want, by an unjust system of legislation, to promote the industry of the New England States, at the expense of the people of the South and their industry."

In cotton the South found a crop that apparently paid with slave labor, for the requisite conditions necessary to make it profitable seemed ideally combined. The first of these was simplicity of operation. To cotton, a comparatively easy plant to raise, the labor of the Negro could be adapted. Few tools

and little equipment were needed, so that small loss was sustained even from inefficient labor. Cotton culture extends over three fourths of the year, and in its production, more than in that of many other staples, it was possible to give employment to women and children, thus obtaining the maximum return from the whole family. Another advantage was that the slaves could be more compactly massed in raising cotton than in many other products.

Slave labor condemned the cotton planter to a one-crop system. Although cotton was less destructive to the soil than other staples, its uninterrupted growth without the use of fertilizer meant the wearing out of the soil. As land was cheaper than slaves, the tendency was to "butcher the land" by continued crops of cotton until it was exhausted.

The southern states, during the first half century, produced about seven eighths of the world's cotton supply. The demand for this staple increased so that in 1850, 2,500,000 of the 3,204,313 slaves were employed on cotton. As the cotton planter pushed westward into the fertile lowlands of the Mississippi and Alabama, a greater area was put under cultivation, the demand for slaves increased.

The Negro's immunity to high temperature made him ideal as a cotton cultivator. Incidentally, the unnecessary battle of New Orleans, won by Andrew Jackson, was fought from behind a rampart of cotton bales. In 1860 there were 5,235,727 spindles. In 1850 240,000 cotton bales. In 1860, 918,926.

The South, immediately before the Civil War, was of vital importance to the British cotton industry. Shipments of cotton into the British Isles in 1859-1860:

United States	2,522,000
Brazil	103,000
West Indies	10,000
East Indies	563,000
Egypt	110,000

Southern wealth was invested primarily in cotton, land, and slaves.

The production of cotton, the great staple of the South, was closely tied up with the institution of slavery. Eli Whitney's gin gave it "its lease on life."

With the election of Lincoln on a platform which not only opposed the further extension of slavery, but advocated free homesteads and a high tariff, Republican victory in 1860 meant the end of the long control of the Federal Government by the South. To her leaders it meant that the hour for armed resistance had struck. It meant the birth of the great Civil War.

In the war 1861-65, the threat to kill the cotton industry of the South was almost made good and southern cotton ports were closed or partially closed by the vigorous

naval policy of the Union. There is no doubt that England's economic life tottered under the strain.

### England Developed Cotton Production

But England did not submit tamely to the situation. This has never been her habit. She rimmed the globe with cotton plantations. Wherever cotton could be grown, there her deep purse and farsighted policy planted it, and many of the plantations thus founded have remained fruitful to this day.

In the last year of the war, 1864-65, England's cotton import figures show how successful she was in this venture. United States — 198,000 pounds, England — 2,234,000 pounds. So you can judge how the war hurt the South, up to our own day, in the very foundation or root of her economic life.

In Charlotte, N. C., in Greenville, S. C., in Spartanburg, N. C., and LaGrange, Ga., have grown up great cotton manufacturing towns, rivaling those of New England in size and economic importance. Today nearly half the spindles and looms of America are south of the Mason-Dixon line and the tide is just at its full flood. In actual weight and yardage of yarn and fabric, the balance already lies in favor of the South. This because coarser types that run more quickly predominate in the South, and because lack of labor restrictions permits each operator to run more looms and spindles.

In 1919, Massachusetts produced 253,295,-403 pounds of cloth and South Carolina 268,270,258 pounds. In yarn the cotton states produced, in 1919, 57.6 per cent of the total spun in America, and the New England States 37 per cent. Only ten years previous, in 1909, the cotton states produced only 23 per cent of the yarn and the New England States 73 per cent.

If the South received scant encouragement from outside, at home it did not lack for stanch supporters. The terrible years of reconstruction had burned the lesson deeply into all minds that independence could best be won through the conversion of its principal raw material into yarns and fabrics. To this doctrine the South has religiously adhered up to the present day. It was a gallant effort to meet a crushing situation and turn apparent disaster into prosperity.

### Cotton Still Important

Cotton ranks third in value among American crops. It is greatest of all crops in the South and still the greatest single item of export there. The Cotton Belt lies in a strip 1450 miles long, 500 miles wide, south of the thirty-seventh parallel and east of the hundredth meridian, including all the southern states from North Carolina to Texas. About forty-six million acres were given over to this staple in 1929. A superior type of cotton,

# Mary My Mother

S.M.L., O.P.

Mary, my Mother, So gentle and mild,  
Ask him to make me O ~ be-di-ent, too,  
  
Make me love Je-sus Your heav-en- ly Child.  
That I may please him in all that I do.

A Hymn for Young Children by Sister M. Limana, O.P., St. Mary's School, Janesville, Wis.

known as Sea Island cotton, grown on the sea islands of South Carolina and the interior counties of Georgia and Florida, is, however, only 1 per cent of the total output.

This brief account will give you an accurate picture of why "Cotton was King" in the South. The economic structure of the United States depended in no small measure on the cotton industry. Providence had bestowed upon the South a climate and soil and growing season all adapted to the production of cotton.

The North, blessed in a different way, could use the material to its advantage, but the political ills of that period clouded the issue which resulted in the Civil War, proving that hate and economic conditions are the root of all wars.

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### Recitations for Mother's Day to Our Lady

Cecil F. Parlett

#### Chorus:

There were no children near you  
On that day,  
To walk with you, and cheer you  
On the way.

Had we been there, O surely we'd  
Have dared  
Run to you and say how much  
We cared.

You might have shown, in words,  
As mothers will,  
Pictures of Him as we climbed  
The hill.

#### Individual Children:

He wore a crown  
Of golden down  
In Bethlehem town.

He played and laughed  
Up the path  
In Nazareth.

He grew so tall,  
The joy of all  
Who came to call.

He left our home,  
A man, alone,  
And unknown.

Now, love has won,  
His work is done.  
Here is my Son.

#### Chorus:

He spoke to you, and then  
He spoke to John,  
(A moment we thrive upon).

We want you to know  
That we understand  
Why there's a flowering  
On the land,  
And why, ev'ry mother on this day,  
Thanks you in her way,  
For that first Mother's Day!

### THE CHILD TO MARY

They must have come to you at Nazareth,  
The children, with bruised knees and grimy  
hands,  
Knowing somehow that you would understand,  
And meet them, coming up the earth brown  
path.

They must have come to you at Nazareth,  
The children, with tiny cuts and scratches,  
Sure that you would bind them with bright  
patches  
Of love, then send them off to play and laugh.

I used to think that just at Nazareth  
Could children talk to you, as long ago.  
But now I know that is not so,  
And every night I find your little path.

At Nazareth I knock, kneeling on the floor,  
And sometimes in the twilight hue  
I think I see a shade of blue —  
O, that must be you, opening the door.  
And if my heart is sore,  
I know you'll be there to hear all I say,  
So when I'm grown, I'll not forget the way,  
But come, as the children long ago!

Here I am — I'm visiting you —  
And please — I need a patch or two!

## Sister Arranges a Program

# An International Musicale

### A Dominican Sister

The staging of grade school play has production problems all its own. The cast numbers up into the hundreds; the stage is apt to be small; the costume question seemingly unanswerable; the rehearsal time necessarily irregular because of the many groups involved. Nevertheless, the child does enjoy the opportunity of performing; insignificant (to anyone else) though his part may be, he is an important part of the whole.

As we look back on one little show we presented, its brevity (performing time forty minutes) was one item in its favor. Another was the extreme simplicity of costume effects. A cap, a feather, colored trimming of some sort sufficed. We tried to use a theme which would have some meaning for children and audience.

We chose thirty girls from grades six, seven, and eight who formed the chorus. In song they told the theme, and announced the next skit. The two songs *This Is My Country* and *This Is My Father's World* stated the theme—love for our own country, and the desire that all nations be united under the rule of the Prince of Peace. The girls understood that they were to offer their singing as a prayer that such a union would be accomplished in God's time and in His way. In part, their words were:

"We're thankful for our land but in our hearts  
There's love for all the world,  
For English, Russian, Irish, Scotch, Chinese . . .  
The children of the world are suffering,  
They are not free from fear. . . ."

They took their places below the stage, and between skits, they hummed the themes of the two songs mentioned above, or a characteristic tune of the country to be depicted next. This served as a transition, as well as a means of unifying the whole.

Little first-grade lads and lassies danced the *Rye Waltz* while the chorus sang it. Third- and fourth-grade boys and girls tried to awaken *Frere Jacques* with bells of ever increasing size, asking at the same time, "Dormez — vous? Dormez — vous?" Ten couples danced *Sur le pont d'Avignon*.

A group of fourth-grade girls sang the *Wooden Shoe Dance* and then did a Dutch clog dance to the same music. The second

graders took us to Ireland where McNamara and his little rhythm band paraded. Another group danced the Irish Reel.

German children were shown at play, doing an old German game, *The Seven Steps*. The fifth graders acted out the old English ballad, *O Soldier, Soldier*. An oriental pantomime dance followed.

A group of boys formed a chorus on the stage to sing *Where in the World But in America*. They sang a football song and football players appeared in full regalia. *Take Me Out to the Ball Game* brought forth a baseball team, and in like manner, appropriate songs introduced fishermen, altar boys, cowboys, school boys, hunters, Boy Scouts—to show that in America, boys are still free to take part in these activities.

The song *Our Lady of Fatima* was the background for a stageful of little ones, with

their rosaries in hand. They sang a few invocations to our Lady and the girls' chorus sang *When Children Pray*. The finale song was *Our Lady of the Flag* and a reprise of *This Is My Father's World*, while representatives of each country gathered at our Lady's feet.

Of professional perfection and faultless production there was none. Our hope is that one child did make a prayer of it, a prayer worthy to be heard and answered by our Lady of the Rosary—a prayer for the peace which must and will come through ways clear right now only to God.

### The Musical Selections

"Frere Jacques" and "Sur le Pont d'Avignon," from *Chants de France*, the Thrift Press, Ithaca, N. Y.

Music for the pantomime dance was "In a Chinese Tea Room," by Grant Clayton F. Summy Co., Chicago, Ill.

"Soldier, Soldier, Won't You Marry Me?" from *Dramatized Ballads*, by Tobbitt & White, E. P. Dutton & Co., Inc., 300 Fourth Ave., New York 10, N. Y.

"Jeannette and Her Little Wooden Shoes," published by G. Schirmer, Inc., 3 East 43 St., New York 17, N. Y.

"McNamara's Band," published by Vogel Music Co., Inc., 112 W. 44 St., New York 19, N. Y.

"Our Lady of Fatima," published by Robbins Music Corp., 799 Seventh Ave., New York 19, N. Y.

"Where, O'Where But in America?" and "This Is My Country," and "This Is My Father's World," published by Shawnee Press, Inc., East Stroudsburg, Pa.

## The Glorious Mysteries in First Grade

*Sister Ann Xavier, J.H.M. \**

May is blossom time. No one realizes this more keenly than the first-grade teacher. Her year's efforts are indeed beautifully and joyfully evident in the closing days of the year.

This May program is the flowering of seeds carefully planted and cultivated from October until May. It is offered here with the earnest hope that others may share the beauty and joy of May blossoms which bear eternal fruit.

Today we are going to show our Blessed Mother that we love her by giving her a living Rosary. We are going to be her Rosary. Each one of us will be a bead, and we shall give her ourselves. We want to

promise her we shall always be good because she is our Mother and we are her children.

[Each child represents a bead. And as each one says the Meditation and the Our Father or the Hail Mary he places his flower at the shrine. A hymn may be sung between the decades and for the crowning at the end.]<sup>1</sup>

### Resurrection

1. Dear Jesus, when they buried You they put a big rock against the door and Pontius Pilate put guards there too. But You arose

<sup>1</sup>To avoid making an addition to the Rosary, the children may be told to make the meditations first and then recite the Rosary, thinking about the meditations while saying the prayers.—Editor.

\*St. Michael's School, Monroe, Mich.

and came out anyway and proved that You were God.

2. Dear Jesus, You died on Good Friday but on the third day You came back to life.

3. Dear Jesus, when You came back to life on Easter Sunday You went right to Your Mother Mary and made her happy.

4. Dear Jesus, You appeared to Mary Magdalene in the garden and she thought You were the gardener. As soon as You talked to her she recognized You and knelt down and adored You.

5. Dear Jesus, when You came back to life You Visited Your Apostles. You gave them power to take away sin.

6. Dear Jesus, I believe that You are God.

7. Dear Jesus, I adore You every time I genuflect and say, "I adore You, my Jesus, on the altar."

8. Dear Jesus, teach me to love Your Mother Mary.

9. Dear Jesus, thank You for giving the priests power to take away sin.

10. Dear Jesus, give us grace to be good so we can be with You in heaven some day.

### Ascension

1. Dear Jesus, after 40 days You went back to heaven.

2. Jesus, on Ascension Thursday You took Your friends up the hill. You told them they must teach others the way to heaven.

3. Dear Jesus, on Ascension Day You went up to heaven and the Apostles were very sad. But they were glad to have the Holy Ghost come.

4. The angels told the Apostles that You would come back again the same way. That will be at the end of the world. Jesus and Mary, please help us to be good.

5. Dear Jesus, You told the Apostles to pray for 9 days and make a novena to get ready for the Holy Ghost.

6. Dear Jesus, when You went back to heaven You took with You all the good people who died before You did.

7. How happy they were to leave Limbo and go to heaven with You.

8. Dear Jesus, You want us to think about heaven. Thinking about heaven will help us to be good.

9. Dear Jesus, help me to get my soul ready for heaven.

10. Dear Jesus, Mother Mary and the Apostles loved You very much, I want to love You very much too.

### Descent of the Holy Ghost

1. Jesus, You promised the Apostles that You would send the Holy Ghost after 9 days.

2. The Holy Ghost made the Apostles very brave and strong, soldiers of Jesus Christ.

3. On Pentecost Sunday the Apostles baptized many people.

4. Pentecost Sunday is the birthday of the Catholic Church.

5. The Holy Ghost is the Third Person of the Blessed Trinity. Come, Holy Ghost, and make us holy.

6. After the Holy Ghost came the Church spread all over the world. Dear Jesus, thank You for the Church.

7. The Apostles had to suffer much from the wicked people but they were glad to suffer as You did, dear Jesus.

8. Come, Holy Ghost, and make us strong to fight the devil.

9. Come, Holy Ghost, and help us to love You more and more.

10. Come, Holy Ghost, and prepare our souls for our First Holy Communion.

### Assumption

1. Mary, you stayed with the Apostles some years before God called you to heaven.

2. Mother Mary, you helped the Apostles in many ways. You loved them and they loved you, too.

3. The Apostles knew that some day you would leave them to go to be with Jesus in heaven.

4. One day, dear Mary, your soul left your body and you were dead.

5. The Apostles buried you. They were very sad because they knew they would never see you on earth again.

6. One day after that, the angels carried your body to heaven. How wonderful it must have been for you to meet Jesus again.

7. How happy God the Father must have been to see you, Mary. And St. Joseph, too, how glad he must have been to be with you again.

8. Dear Mother Mary, be with me when Jesus calls me to heaven.

9. Dear Mother Mary, help me to work well, play well, and pray well so I can live with you in heaven.

10. Dear Mother Mary, even though you are in heaven you never forget your children here on earth, especially those who try to be like you when they work, and play, and pray.

### Coronation

1. Dear Mother Mary, when you arrived in heaven all heaven rejoiced.

2. God put a beautiful crown on you, Mother Mary, and made you Queen of heaven and earth.

3. Jesus was King of heaven and earth. Now you are His Queen.

4. Now that you are Queen, Mother Mary, you can get many graces for us from Jesus, the King.

5. Dear Mother Mary, you are Queen of Peace. Please make everyone on earth happy.

6. Dear Mother Mary, you are Queen of Apostles. Help us to be your little apostles and help others to love God.

7. Dear Mother Mary, you are Queen of the Holy Rosary. We love your Rosary and will say it every day.

8. Dear Mother Mary, you were crowned Queen of Heaven. We want you to be Queen of our hearts. Keep Jesus in our souls.

9. Dear Mother Mary, you are Queen of our country. Watch and protect all people from wars.

10. Dear Mother Mary, you are Queen of the month of May. We offer you all that we do and think and say. Ask Jesus to bless us and make us good children of such a King and Queen.



"The Nations Come to the Crib," by Sister Eva, O.S.B., in the December, 1953, issue of the "Catholic School Journal" was produced by the St. Rita Civics Club (seventh grade) of St. Rita School, Dayton, Ohio. The motto of the club is "We're All People." The school is in charge of the Sisters of the Precious Blood.

# The 51st Annual Convention of the National Catholic Educational Association

Edward A. Fitzpatrick, Ph.D.

In this Marian year of 1954 the 51st Annual Convention of the National Catholic Educational Association was held in the city of Chicago under the sponsorship of His Eminence, Samuel Cardinal Stritch. It was one of the best attended meetings of the Association in a long time. In fact, the facilities of the "largest and most friendly hotel" were pressed to the limits. It was difficult at times to get into the rooms where the meetings were being held in various sections.

## End of the Jubilee Year

The first of the resolutions passed at the convention states that this particular meeting "will be known in the history of this distinguished Association as the 51st annual convention and the concluding event of its jubilee year of celebration." The word "distinguished," let it be said, is in the resolution passed at the convention.

The Marian idea was emphasized during the meeting and in the resolutions "as an earnest of our heartfelt fidelity to the Mother of God, we gladly renew our pledge of devotion and service to her—the patroness of our country and of American Catholic education."

## Special Apostolic Benediction

The Convention was favored by the special Apostolic benediction of Pope Pius XII, and the members of the Association expressed their personal devotion and gratitude to the Pope for his blessing and encouragement. They acknowledged the great services of the Apostolic Delegate. They expressed appreciation for the gracious and generous consideration and hospitality of His Eminence, Samuel Cardinal Stritch. This expression of appreciation was fulsome and made "with sincere and heartfelt gratitude for the handsome and prodigious magnanimity of Cardinal Stritch, princely prelate and host, whose kindness will be honored so long as this Association endures." A resolution was also passed extending greetings to our beloved President, Dwight D. Eisenhower, and his Cabinet, and giving the "assurance that to the pledge of allegiance will be joined a daily prayer of our children and youths imploring divine guidance for our statesmen and legislators."



Most Rev. Archbishop Leo Binz, Coadjutor Bishop of Dubuque, the new President of the N.C.E.A.

## "Planning for Educational Needs"

The Convention got off to an excellent start in the sermon preached by His Excellency, Most Rev. Edward F. Hoban, S.T.D., Archbishop-Bishop of Cleveland and President General of the Association, at the solemn pontifical opening Mass in the Cathedral of the Holy Name. The theme of the Convention was "PLANNING FOR OUR EDUCATIONAL NEEDS," and Archbishop Hoban discussed this question in the opening sermon. Very Rev. Robert J. Slavin, O.P., president of Providence College, had something to say about it in the concluding address of the Convention. A convention is a good place to announce plans, or organize for planning, but hardly the place for planning. There was no serious effort at planning.

## Planning and the Goal of Education

In the introductory part of Archbishop Hoban's sermon he emphasized the necessity in any planning for education to keep in mind its goal. "True education," he said, "must ultimately lead to the knowledge of God as

sole Creator, not only through sacred sciences, but through every branch in the curriculum." The self-satisfaction expressed in the resolutions of the Convention and in Bishop Sheen's address differs from Archbishop Hoban's statement that "a sound plan of education requires not only a vivid appreciation of the goal, but also a knowledge of current needs which must be met in order to achieve that goal. This mid-century juncture of the life of the National Catholic Educational Association, presents a fitting opportunity to study current educational needs in the *light of past deficiencies*."

## Good Teachers Essential in Education

The techniques of Communism are well stated by the Archbishop. He says, "Communism continues to seek supremacy and domination, not by bloody conquest or colonization, but by a ruthless struggle for bewildered and desperate minds of men who have deserted God." The note carried through the Convention is contained in this opening sermon, the emphasis on teachers and the importance of the teacher in the educational system. "The truly important and influential factor in our school system is the teacher. No school is better than its teachers, nor dare we assume that scholastic competence, alone, is sufficient guarantee of a good teacher." For the rest of the sermon Archbishop Hoban discussed a statement made by Pope Pius XII for Catholic educators gathered in Havana for the fifth Inter-American Congress on Catholic Education. His Holiness said, "A soul burning with apostolic zeal, with an exact rule of doctrine . . . and a profound conviction of serving the highest spiritual and cultural interests." Archbishop Hoban then takes up each of these points, one after the other, and illuminates the subject by his comments, some of which are added at the end of this report.

## No Neutrality of Religion and Education

The Archbishop concludes his sermon on a discussion of the dismal failure of neutrality of education on the subject of religion and states in the final paragraph that our

concern must extend not only to our own schools, but to all education. On the neutrality of religion to education he says:

The startling effects of past educational deficiencies, compel us to arouse the national consciousness of our fellow citizens to the practical impossibility of divorcing religion from education and having either of them survive. We must urge universal co-operation in providing the children of this nation with a knowledge of God and the God-given rights, for the protection of which this nation was established. We must appeal to American honesty, and ingenuity to find a solution to the problem of restoring religion to the curriculum of all schools, without injury to the rights of any parent, and with equal justice to the rights of every child. We must convince all that the ignoble experiment of neutrality of religion in schools has been a dismal failure—that such neutrality is inconceivable in theory, and unachievable in practice; that the school which tries to be neutral, inevitably promotes total indifference to the study of religion, and in its final impact, becomes anti-Christian and anti-religious; that the neutral school is the desired objective and crowning glory of the efforts of anti-God and anti-religious groups. We must convince all that God is the sole source and guarantor of freedom; that religion and morality are indispensable supports of our national life; that no nation can survive without God, and that history records the collapse of powerful empires, the people of which became indifferent to God.

### Expressions of Good Will

There was a very happy civic meeting at the beginning of the Convention called the "Civic Reception." Music was furnished by the De Paul University Choir, under the direction of Arthur C. Becker. Expressions of co-operation and good will were made by Dr. Benjamin C. Willis, the recently appointed general superintendent of schools of the city of Chicago; Noble J. Puffer, county superintendent of schools; and Vernon L. Nickell, superintendent of public instruction of the state.

### Catholic Education Should Use Every Helpful Means

The formal welcome to the Association by His Eminence, Samuel Cardinal Stritch, Archbishop of Chicago, was made at this civic reception. He said:

Now of all the groups of educators which gather in Chicago, there is no group which will attract more attention than you who have gathered here these days for your convention. Courageously dedicated to establishing the highest standards in education, always ready to face honestly the problems of educators in our times, welcoming new, sound ideas and suggestions, holding fast to the immutable and unchangeable, you are here these days to discover how you can do better your work of education integrated in divine revelation. We are impressed by many educators of

our times who are seeking a way to integrate education in religion. They sense the importance of religion in education. They face certain difficulties in finding a way to bring about the integration of education in religion. They are groping and seeking a formula.

Everything that educators have to offer which is good and helpful you will take and you will use and you will assist educators in trying to discover more and more helpful and good things, and you will use all these good things in your school work in the light of your Catholic faith.

Today Catholics simply take it for granted that every child ought to be enrolled in a Catholic school. They speak no longer about their duty of sending their children to Catholic schools, but they insist upon their right to enroll their children in Catholic elementary and secondary schools and even in Catholic colleges.

This fact makes it all the more clear that we must do a great work of Catholic education in our schools. We must make that work as perfect as we can. It is a work which we give to God and certainly we dare not give to God a shoddy thing. Now here in this convention you will discuss our educational needs. You will hear them exposed by many able educators, you will contribute to these discussions out of your own rich experience, and here you will meet educators in Catholic schools from all over our country. With them you will have highly valuable private conversations, you will come to know them and they will come to know you, and out of this meeting perhaps we may say that the very fact of you Catholic educators gathering together will contribute even more than what you will get from your formal discussions and the listening to learned papers.

I would not want to leave the impression that in the achievement of our highest ideals in Catholic education we need to isolate or separate our schools, teachers, and pupils in their neighborhoods and communities. Our Catholic schools are not a divisive influence in our communities but a unifying one. Pope Pius XI declared: "Let it be loudly proclaimed and well understood and recognized by all that Catholics, no matter what their nationality in agitating for Catholic schools for their children, are not mixing in party politics, but are engaged in a religious enterprise demanded by conscience."

Cardinal Stritch also expressed what the Catholic attitude toward public schools should be which is quoted later in this report, making more specific the statement by Archbishop Hoban in the opening sermon.

### The Major Addresses

In the general organization of the Convention there are certain major addresses in addition to the opening sermon. These addresses are ordinarily made in the opening meeting of the Convention itself and in the concluding session. This year the main speeches were made by His Excellency, Most Rev. Fulton J. Sheen, national director of the Society for the Propagation of the Faith,

and by Colonel Irene O. Galloway, director of the Women's Army Corps, at the Civic Reception, and by Very Rev. Robert J. Slavin, O.P., president of Providence College, R. I., in the closing session.

### Three Great Tasks of Catholic Education

Bishop Sheen, in his characteristic, rhetorical fashion, summarized a number of points that he has been making in his amazingly popular and successful television appearances. The point from which he proceeds is that our civilization is likely to fall from within. He says:

Toynbee points out that of nineteen vanished civilizations, sixteen have decayed from within. Attack from the outside saved a few, but almost all of them were rotted from the inside, rather than were conquered from without. Lincoln once said that America would never be conquered from without, thought it could possibly decay from within. As George Meredith put it:

"In tragic life, God wot  
no villains need be!  
Passions spin the plot;  
We are betrayed by what is false  
within."

And he sets up for Catholic education three great tasks: (1) to save our civilization from authoritarianism; (2) to preserve it from strait-jacket uniformity; (3) to keep the foundations of our rights and liberty. Strangely enough these are the points on which the Catholic Church itself is attacked, and the method of Bishop Sheen's reversal of the attack is familiar to all of us.

### Studying the Opponents' Position: Knowing Both Sides

There is a strange statement in the discussion of authoritarianism that we wish here stated. Bishop Sheen says:

The second reason for the authoritarianism, is to be found in the loss of the critical faculty. By this is meant authoritarianism increases when students are given only one side of a question, such as the materialism, determinism, and amorism. There is not a single student in our Catholic colleges who does not know the philosophy of Marx, Hegel, Freud, Hume, Kant, and the modern interpreters of sociology, economics, and politics. But in addition to that they also know a coherent philosophy and have a standard by which to judge these other systems.

And then he adds:

When we study the philosophy of Thomas Aquinas, we begin the problem of the existence of God with three objections against His existence, or in other words three arguments for atheism; when we discuss the soul, we begin with the four objections drawn from materialism and behaviorism; when we discuss private property, we begin with five arguments drawn from Communism. The result is we

know *both* sides of a question, and how to evaluate them. We would be authoritarian, if we gave only one side of the question as is too often done in many colleges and universities today which present materialism, secularism, and determinism without ever giving the students the right to know the other side of the question. We know Voltaire; Do they know Vincent de Paul? We know Berdyev; Do they know Bonaventure? We know Darwin; Do they know Damien?

### The Work of the Women's Army Corps

Colonel Irene O. Galloway, in her address, expressed appreciation for the young women she receives whose character has been formed in the home, church, school, and the community in our American life. She emphasized the opportunities for religious and moral development in the service, and the opportunities which the Army offers for further intellectual and social development. She expressed the belief that "there is no better place than the Army community for the young girl to make the transition from a sheltered home to adulthood." She concluded, on a point that ran through her paper, the emphasis on the love of God, of neighbor, and of country. She said:

I pray we continue to improve the moral fiber of our young women—not only for the benefit of the individual or of the Women's Army Corps, but for the benefit of the nation whose strength is measured by a citizenry motivated by love of God, neighbor, and country. In this common objective I am encouraged and sustained by your contributions, your best wishes, and your prayers. I am appreciative in the highest degree of your contributions to the many fine principled young women who have served, who are serving today, and who will serve tomorrow in the Women's Army Corps.

### Educational Know-How?

Very Rev. Robert J. Slavin, in the concluding paper of the Convention, discussed planning for our educational needs, pointing out the fact that Americans are credited with the thing called "American know-how." He says, "What remains now is the necessity of actually *doing* what the theme of the Convention implies, namely, *planning* for our education needs." To further emphasize the "how" he states problem after problem of Catholic education. He has a warning. He says, "We know, too, that educators can be in such a hurry that as they lose their way. They sometimes make the mistake of redoubling their speed rather than going back to determine aims and purposes." What he wants done, to be more specific, is long-range, top-level planning on a diocesan, region-wide basis. Merely to indicate some of his "how" problems which he says require "study and planning on a co-operative regional and national basis," we quote:

How are we to list in hierarchical order the pertinent educational problems facing Catholic education?

How are we to make judgments as to the solving of these problems?

How are we to apply the policy statements contained in the Papal Encyclicals?

How are we to develop the Catholic curriculum at all levels?

How are we to meet the rising cost of Catholic education while at the same time undertaking necessary expansion?

How are we to take care of the tremendous onrush of pupils confronting us?

How are we to provide for vocational education? For adult education? For education of handicapped children?

How are we to co-ordinate our findings?

How are we to know about studies already made that touch upon our planning for the future?

How can graduate schools come to the assistance of Catholic education in the United States?

How can colleges help secondary schools and secondary schools help colleges?

How can we keep better informed on developments in the field of education?

How can we follow the counsel of the Third Plenary Council of Baltimore, "Every Catholic child in a Catholic school"?

How are we going to recruit and train teachers?

How are we going to utilize our personnel and resources in a given diocese, region, or religious community?

How can we not merely introduce but make lay teachers feel at home in our schools and treat them, in the words of Our Holy Father, as "divinely appointed auxiliaries" in Catholic education?

### St. Thomas and the Qualification of Teachers

The end of his paper is concerned with two topics: one, of direct interest to many of the departments, the teacher; and the other, theology. We quote one of his paragraphs on the teacher:

St. Thomas elucidates the problem of teacher qualification in a discussion of the question, whether it is lawful for anyone to seek for himself the license to teach. His answer includes a comparison of the office of a teacher and that of a Bishop. When someone accepts the office of teaching, he receives no new eminence but only the opportunity of communicating knowledge he already possesses because knowledge does not come with the authority to teach. It is only through eminent charity that a man becomes suitable to be consecrated a Bishop and that is why Our Lord asked Peter, "Simon, do you love me more than these?" On the other hand, one is fitted for the teaching office by a sufficiency of learning. It is not possible for anyone to be absolutely certain that he has the charity required for the episcopacy, but it is possible for one to be certain that he has sufficient knowledge to teach. The conclusion to this interesting discussion of St. Thomas' is not that learning is the only qualification of a teacher, but that it is the indispensable qualification for a teacher. Other qualifications there must be in a teacher, but if

knowledge is lacking, all the rest is of no avail.

### Theology Is Self-Integrating

Father Slavin's discussion on theology seemed to take up the very important discussion of last year's debate on the place of theology and philosophy as a guide to educational practice. He says:

Is it surprising then, with the emergence of Catholic education in our United States into a vast flowering of schools, second to none in their devotion to God and country, equaling others ever more visibly in every aspect of scholastic development, that our education has become increasingly conscious of that divine science of which it finds itself the providential custodian? In a world in which science is the rallying cry, in which men have come to feel that they must live or die by science, Catholic education offers the saving science—the science of theology. We do not need to take artificial means to effect integration. In this science we have the answer to integration, for willy-nilly this is the educational subject matter which of its very nature integrates. But we do have a problem here that demands further study, namely, how are we going to teach the science of theology at all levels of education, and how are we going to develop teachers who themselves possess what they impart?

### Needs and the Resolutions

The word "needs" was used in many of the titles of papers in various sections, but there was not any considerable discussion of planning to meet the needs which were discussed nor a clear statement of the needs. The resolutions which are a strange conglomerate of subjects do not deal with the problems of planning to meet the needs of Catholic education. The resolutions lacked the literary quality of last year's resolutions and are a series of disparate expressions rather than an organized statement of either the problems or the plans of Catholic contemporary education.

### DEPARTMENTAL MEETINGS

#### Guidance and Counseling — Religious Vocations

In the departmental meetings there seemed to be this year an extraordinary emphasis on guidance and counseling, and we shall publish some of this material in a later issue of the JOURNAL. All of this discussion was largely centered not on the various problems of vocational counseling and guidance, but with special reference to religious vocations, and a special section was set up to discuss the religious vocations problem.

This special session was set up to consider vocations, one apparently intended for priests and the other for Sisters. There was a joint meeting of this vocations section with the Minor Seminary Department. This subject

was also discussed in the Elementary School Department and in the Secondary School Department.

### **Teacher Training: Very Important**

The other subject which seemed to receive a great deal of attention was the one relating to teacher training. In the Major Seminary Department Rev. Pius J. Barth discussed the preparation of teachers for high schools. In the College section the role of Catholic higher education in the preparation of teachers for Catholic Schools was discussed. In the special section on teacher education five papers were delivered. Under two general topics, the relation of liberal education to the preparation of the college teacher and a consideration of the relation of the Catholic teacher training institutions to the various efforts to standardize and accredit them was given.

### **Many Other Subjects Discussed**

Other subjects of special interest were: (1) the question of the research work in universities for government grants and aid from foundations, and (2) the problem of co-education. The latter problem obviously received very much concern in view of the fact that the subject was discussed in the various sections of the regional meetings and discussion was continued here at the national meeting. The problem arises because of the statement of the Pope in the Encyclical on Christian Education and the status of encyclical statements as discussed in the Encyclical *Humani Generis*. More attention has been given this year to special educational problems than heretofore. Not only the problems of the blind and the deaf were discussed, but the problems of retarded children, children with speech defects or socially maladjusted, or orthopedically crippled, or children with visual or auditory difficulties were also discussed. Administrative organizations to handle these difficulties were discussed, particularly the child guidance center and various types of clinics.

### **The Report Card**

Of special interest is to note how a particular problem may sometimes get major consideration in the Convention, and this is the fact that in the Elementary School Department the report card received considerable attention. We shall present a history of the problem later.

What was to be one of the high lights of the Convention and from which much was expected, the Joint Meeting of the Catholic Educational Association and the Catholic Philosophical Association didn't prove to be so, though in itself a very interesting meeting. There was a devastating criticism of the teaching of philosophy by the representative

of the educators, and although a considerable number of the members of the Philosophical Association were present, not a single word in rebuttal was said. Rt. Rev. Msgr. C. E. Elwell indicated a number of problems that ought to be treated in a philosophy of education and I think it may be said have been treated in a Philosophy of Education. Very Rev. Michael J. McKeough, in a transition from philosopher to educator has not as yet coalesced his philosophical and his educational wishes. Rev. Leo R. Ward was entertaining and revealed his strange habit of reading Dewey's *Democracy of Education* annually, but apparently was not expected to deal concretely nor directly with the philosophical impact of the educational problems.

### **THE EXHIBITS**

Archbishop Hogan, in a gracious speech in appreciation of the exhibitors, opened the exhibits on the first day of the Convention, Monday, April 19, at 1:30 P.M. There were almost three hundred exhibits scattered about the hotel, in the exhibit hall, and on the second and third floors. The facilities of the hotel were not adequate for the comprehensive presentation of the exhibits in any one place or in places specially suitable for exhibits.

One cannot walk through the exhibits with-

out being struck by the amazing extent of the provisions to meet the needs of schools by publishers, truck manufacturers, heating control companies, school furniture people, manufacturers of gowns and dresses of various sorts, and an amazing list of other things. I talked to one person who came to make a speech and remained to praise enthusiastically the exhibits who used the current word to describe the thing: "It was fantastic." Perhaps the most practical education of the Convention was secured in the various exhibit stalls. Here you can see and handle the thing you read about, talk to intelligent people who really know about it and understand its use in the school room, and are gracious in making available either the object itself or have very well prepared literature regarding it.

One cannot go through the hall without appreciating the quality of the men who represent all these companies, and this was well illustrated in the selection of the new president of the Exhibitors Association, one might almost say the venerable Bob Patterson of D. C. Heath and Company. He is a type of educated person, conscientious, aware of the professional responsibilities of teachers and schools, and always helpful in his relations with Sisters, Priests, Brothers, and others interested in Catholic education.

## **What They Said**

### **CATHOLIC ATTITUDE TOWARD PUBLIC SCHOOLS**

#### **His Eminence, Samuel Cardinal Stritch, Archbishop of Chicago**

In answer to certain calumnies which have been heaped upon us, let me say a word as regards our attitude towards our tax-supported schools. We are interested in these schools. These schools have a tremendous influence on our country and its future. It happens that there are many Catholic children in these schools. We do support them with our taxes. We recognize the principle that while civil authority has no monopoly in the conduct of schools in the circumstances which obtain in our country it is the duty of civil authority to conduct schools. We do not admit that these tax-supported schools are to the exclusion of private and group-conducted schools, the educational system of our country. In this educational system we must include all the schools

which exist and function under our laws and Constitution. We have no sympathy with carping, destructive critics, who aim their criticism at our tax-supported schools without reason and facts. In the spirit of our country we are always ready to give constructive criticism, but we abhor the type of much of the criticism which is not constructive. We recognize sympathetically the difficulties which face these schools. We are ready to help them in the solution of these difficulties. In a word, we, in maintaining and conducting our Catholic schools have the conviction that we are contributing to the whole school system of our country, and we want that whole school system to be as fine and as perfect as it can be. It pleases us very much that many educators outside our schools today are becoming more and more convinced on the need of religion in education. We cannot agree with them in many of their proposals, but we do admire the spirit that prompts these proposals. Our interest in our public schools is keen, alert, and is a very part of our interest in the public welfare of our country and of our communities.

## PLANNING FOR OUR EDUCATIONAL NEEDS

**Archbishop-Bishop**

**Edward F. Hoban of Cleveland  
President General of the NCEA**

*Catholic Concern for All Schools*

In planning our educational needs, we must show concern not only for our own schools, but must extend our horizons of concern to all educational endeavors in this country and in the world. Our primary concern must be to restore God and religion to human living and thinking. The central problem and the greatest need of our day is *Restaurare omnia in Christo*—to restore all things to Christ.

### *Danger of the Overemphasis on Social*

A point in methodology illustrates the need for an exact rule of doctrine. The trend of applying socialized activity in the classroom is a very popular one. Such activity is useful, and our Holy Father noted that "Education is essentially a social and not a mere individual activity." However, there is a danger of carrying such activity to extremes. Undue emphasis of socialized activity may well develop a habit of yielding to the will of the mob, and make the child a slave to the unlawful trends of modern society. Such training is at variance with sound Christian pedagogy which calls for rigid adherence to the Will of God rather than to the changing mores of society. An exact rule of faith will guide the teacher in avoiding the danger of such extremes.

### *Need for a Complete, Modern, Thoroughly Catholic Pedagogical Literature*

The need for an exact rule of doctrine directs our attention to the pressing need for a complete, modern, and thoroughly Catholic pedagogical literature. It is a fact, and particularly in the field of educational psychology, that our future teachers are exposed to literature authored by secularists, pragmatists, and determinists. The student mind is not prepared by training, or experience, to detect all the inaccurate or false principles, assumptions, and policies contained in such literature. The impressionable young mind absorbs some of the errors and canonizes them by use in his profession as a Catholic teacher. To preclude such danger, a co-ordinate effort should be made by the Association and its members to develop a complete, modern, and thoroughly Catholic pedagogical literature which will safeguard the requisite exact rule of doctrine.

### *Communism and the Confusion of the Intellectuals*

This series of crises, coupled with the practical exclusion of God from human thinking and living, bred discouragement and despair and conditioned man for the gullible acceptance of the fantastic promises of Communism. Appealing to confused minds, Communism offered a panacea for all human ills. It challenged man to prove that he is the masterpiece of Creation, and that he can achieve and enjoy perfect happiness in this world. In its inception, Communism was indulgently ridiculed as a fantasy of political and social misfits. But the frenetic zeal of Bolsheviks, carried the movement across the frontiers of

## BLESSING OF A SCHOOL

Lord Jesus Christ, Who didst charge Thine Apostles to entreat peace upon every home which they might enter, sanctify by our ministry this school. Bestow on it peace and blessing in abundance to sanctify it, as Thou didst bless the house of Zacheus upon entering there. Command Thy angels to guard it, and to drive out all power of the evil one. Fill them who teach herein with the spirit of knowledge, wisdom, and fear of Thee. Support the pupils with heavenly assistance, so that they may grasp, retain, and practice wholesome doctrine. Let teachers and scholars please Thee by virtuous works, receiving finally an everlasting home in heaven as their reward. Through Thee, Jesus Christ, Savior of the world, Who livest and reignest, God, forever and ever. Amen.

—Rev. Philip T. Weller (trans. and ed.) *The Roman Ritual*, The Bruce Publishing Co., Milwaukee, Wis., 1946, III, 225.

nations, across the barriers of language, and the differences of class and education, in defiance of religion and morality, with contemptuous disregard for truth, law, and honor, and over the prostrate forms of its opponents within and without the movement. Even in our country, dialectical materialism was embraced by many intellectuals. Communism continues to seek supremacy and domination, not by bloody conquest or colonization, but by a ruthless struggle for bewildered and desperate minds of men who have deserted God. In less than a half century, Communism achieved the position of a major power which contests the mastery of mankind and of the world.

## SOME ASPECTS OF AMERICAN EDUCATION

**Most Rev. Fulton J. Sheen,  
National Director, Society,  
Propagation of the Faith**

### *Increasing Public Appreciation of Catholic Education*

We have been making a great sacrifice to preserve the foundations of our liberties in education by building and paying for schools and diminishing public taxes. These sacrifices are now beginning to be respected and admired by hundreds and thousands of Americans who are not of our Faith. Every day such Americans are knocking at the doors of our schools, asking us to take their children even though they are not of our Faith. Our citizenry regardless of their faith, as Washington said, are beginning to realize that "Religion and morality are indispensable supports of political prosperity."

### *"Conditioned Puppets" (Philosophy of Exculpation)*

If the secularists, the materialists, or the agnostic point of view is universalized, if students are

told they are no different from Pavlov's monkeys, we will be producing in America, not intellectual young men and women, but "conditioned" puppets. If students are to be universally taught what might be called the "philosophy of exculpation," or the idea that there is no personal guilt or personal responsibility, we will be training the herd-mind, but not responsible citizens of a democracy.

### *Catholicism Without a Crisis*

The worst thing that could happen to our education would be to have it a "Catholicism sans crise," that is to say a faith without a Calvary. To one who has been in education for twenty-five years it seems to me, that the spirit of sacrifice and the cross fade out from education and cease to be the integrating force of our studies, as we pass from the parochial school to the high school, to the college, to the university. If it be loss of friction, to borrow a term from the mechanical order, it would mean that we have been infected by materialism. There is no such thing as the problem of the integration of studies apart from the integration of youth as a creature of God. If the universities have a problem of integration which does not exist in the parochial schools, it is because the teachers have been thinking more of courses than they have been of promoting the unity of personality in terms of purpose, which is the living of a virtuous life in this world and the salvation of our souls.

## EXCEPTIONAL CHILDREN

**Sister Joanne Marie, O.S.F.,  
Palos Park, Ill.**

"Why do you consider your School one for Exceptional Children? Isn't it a school for the retarded child?" How many times we are asked this question, with the implication that the two terms are incompatible. To the average person, *exceptional* child refers only to the child with above-normal intelligence. The National Society for the Study of Education offers a ready answer, however, in its definition of an exceptional child as "one who deviates from what is supposed to be average in physical, mental, or emotional characteristics to such an extent that he requires special educational services in order to develop to his maximum capacity."

## GOOD TEACHERS

**Sister Mary Edward, O.S.V.,  
Toledo, Ohio**

For Pius XI in his encyclical on Christian education affirms that "perfect schools are the result . . . of good teachers." Recently in January, 1954, our present Pontiff, Pius XII, in a broadcast to the Fifth Inter-American Congress on Catholic education reiterated the words of his predecessor by declaring that "good schools are made by good teachers." Our Holy Father listed four characteristics of good teachers, namely: "above average professional competence; perfect formation, both intellectual and moral; clear, Catholic professional conscience; and a desire to educate rather than merely teach." Pius XII stated that teaching calls for "Apostolic zeal and

an exact knowledge of doctrine and a profound conviction of serving the highest spiritual and cultural interests." In the same address the Holy Father quoted Pius XI and stressed that teachers "must have a burning Christian love for the youth entrusted to them."

If all teachers in a parish school try to acquire these four essential characteristics as listed by Pius XII, then the school will "furnish the finest kind of education in a thoroughly Christian atmosphere, to produce students who will be a credit to their divine faith and to the great republic in which they live."

### PRAYER FOR GOD'S BLESSING

**Rev. Robert Slavin, O.P.,  
Providence College**

May God bless and prosper your work. May Mary, the Seat of Wisdom, the Queen of Theology, bless Catholic education in a particular way during this Marian Year, and grant that we will not only hear her song of joy and love but teach it to others. *Intende, prospere, procede et regna.*

courage and objectivity, personality becomes distorted and the individual develops feelings of inferiority and hostility, Father Doyle remarked.

### Catholics and Economics

Addressing the convention luncheon, Father Daniel M. Cantwell, the Catholic Labor Alliance, Chicago, treated "The Catholic in the Economic World." Father Cantwell, a past president of the Chicago Housing Conference; executive board member, Chicago Council Against Racial and Religious Discrimination and the housing commission, Chicago Commission on Human Relation, stressed the necessity of "humanizing our economic relationships." Father Cantwell urged socioeconomic education steeped in the God-centered understanding of our dependence on each other. Repeatedly the noted author and lecturer returned to his theme: humanizing economic activity.

## Catholic Business Education Association Meets in Chicago

Sister Mary Dorothy, O.P., head of the department of business education, Bishop McDonnell Memorial High School, Brooklyn, N. Y., was elected president of the Catholic Business Education Association at the ninth annual convention at the Palmer House, Chicago, Thursday, April 23. Sister Dorothy, pioneer founder of CBEA, served four years as chairman of the Eastern Unit, CBEA, before completing a three-year term as national vice-president. Sister Dorothy, who received her Ph.D. at Fordham University, succeeds Brother Philip, O.S.F., St. Francis Monastery, Brooklyn.

Vice-President-elect, Brother James Luke, F.S.C., St. Mary's College, Winona, Minn., served as convention chairman. For five years Brother James Luke has been chairman of the Midwest Unit CBEA. Sister Mary Immaculata, R.S.M., Mt. Mercy Junior College, Cedar Rapids, Iowa, was re-elected to a second three-year term as national treasurer.

### Christian Principles in Business

College and high school business teachers from twenty-two states, Canada, and the District of Columbia heard Samuel Cardinal Stritch, Archbishop of Chicago, warn the association that "Christian principles must be applied to business as well as to everyday life if our economy is to be saved from Marxism." The Cardinal cited evidence that "Sometimes practices are introduced and things done in business which would not be done in a businessman's personal life." Condemning those who have different ethical codes for business and private life the speaker continued: "The individual is personally responsible for his behavior in business. Man in his economic

behavior is a free man and his behavior must be inspired by Christian truth."

### Research in Business Education

Brother Phillip, O.S.F., in his presidential address, "The Need for Research," concentrated his remarks on the research aims of the Catholic Business Education Association. He urged members to undertake individual and collective research, participate in current education studies, and organize facilities for professional growth and advancement through scholarship.

### A New Unit

The executive board voted unit status to the Atlantic group representing Nova Scotia, New Brunswick, Prince Edward Island, and Newfoundland with Rev. Patrick Malone, S.J., dean of St. Mary's University, Halifax, Nova Scotia, as chairman.

### Development of Personality

Keynoting the morning conferences Rev. Charles I. Doyle, S.J., Ph.D., director of the Loyola Guidance Center and professor of psychology, Loyola University, Chicago, discussed: "Personality Development: The Catholic View." The former associate editor of *America*, the national Catholic weekly, defined individuality as "the possession of a natural unity which must be brought under the highest law." Offering the antidote of frustration, Father Doyle advised knowing the desires of the heart and supplying them with their proper objects. Teacher responsibility lies in employing the natural cravings and responses of man while cultivating the uniqueness and individual worth of each person. If the frustrations of life are not faced with

### Panel Discussions

Afternoon clinic sessions for college teachers included three major addresses. Sister M. Charitas, S.S.N.D., principal, Academy of Our Lady, Chicago, discussed "Personality Development During College Days: A Ways and Means Study." "Personality Testing Devices: An Evaluation" was defined with applications explained and evaluated by Thomas M. Kennedy, Ph.D., student personnel director, Loyola University, Chicago. Russell L. Moberly, Ph.D., director, management center, college of business administration, Marquette University, Milwaukee, Wis., outlined course content for management specialists and discussed career opportunities in his evaluation, "Personnel Management: Career for College Students." Rev. Charles B. Aziere, O.S.B., St. Benedict's College, Atchison, Kans., and editor of *Catholic Business Education Review*, presided.

Area vice-president Sister Mary Estelle, S.S.C., Maria High School, Chicago, was chairman of a panel of Chicago business executives who evaluated "Desirable Traits for Job Up-Grading."

Sister Mary Alexius, O.P., Cathedral High School, Omaha, Neb., and Midwest Unit treasurer, introduced panelists, Clarence B. Carey, M.B.A., director of Jones Commercial High School, Chicago; Mother M. Edwardine, I.B.V.M., principal of Loretto Academy, Chicago; and Brother L. Robert, F.S.C., chairman, department of economics, St. Mary's College, Winona, Minn., who discussed "Personality Development During High School Days: A Ways and Means Study."

A "Meet the Experts" reception under the chairmanship of Brother J. Michael, F.S.C., St. Mel's High School, Chicago, closed the conference. The tenth annual convention will convene in April, 1955, at Atlantic City, N. J.



St. Veronica's School, Milwaukee, Wis., planned by N. P. Backes, architect, of Milwaukee. This north (front) view shows the main entrance to the school on the northwest corner and the entrance to the remodeled one-story church on the northeast corner.

## A Modern, Practical School and Parish Building—

### *St. Veronica's School, Milwaukee, Wis.*

St. Veronica's Parish in the southeast section of Milwaukee provided two school-rooms in a combined school and church building erected in 1926. With the rapid expansion of the parish, the school was scattered into adjoining buildings, including temporary barracks. The present thoroughly modern school building has absorbed the original two classrooms. At the same time the old church building on the basement level was enlarged to serve the parish for a few more years.

The new fireproof school building of concrete masonry and steel, faced with buff brick and Bedford stone trim, provides 16 well-lighted, modern classrooms for 650 children. There is a northern frontage of 224 feet and a depth of 60 feet. Thus all classrooms have either north or south exposure.

#### **Arrangement of Rooms**

A corridor, eight feet wide, separates the two rows of classrooms on either floor.

The principal's office at the northwest entrance contains the controls for two-way communication with all classrooms and provisions for broadcasting announcements, radio programs, music, or phonograph records throughout the building or to the playground.

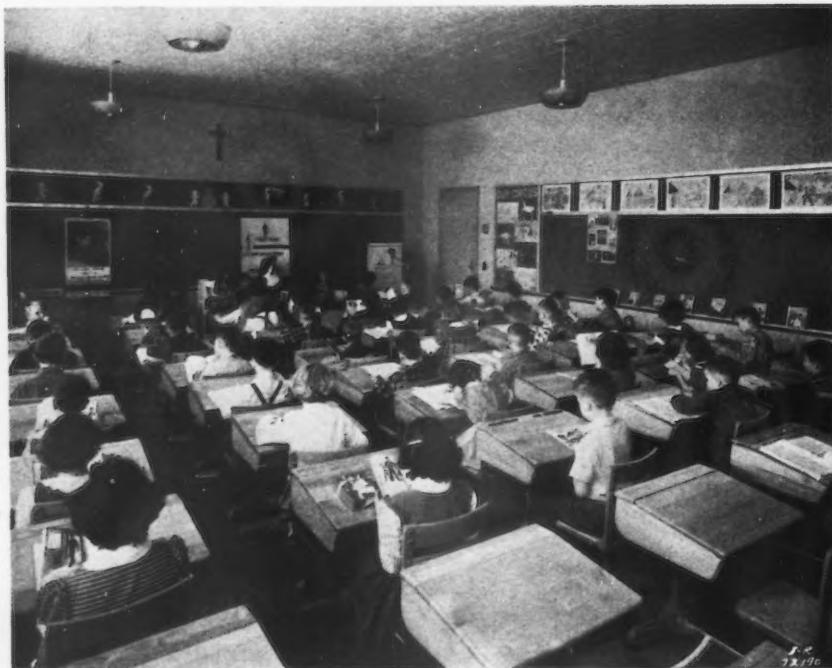
The nurse's room on the second floor is well equipped with bed, wheel chair, waiting room, medical supply cabinet, toilet, and storage facilities.

The small room next to the nurse's department, equipped with a piano, is used for private music lessons. Group lessons in music are given in one of the classrooms.

The room designated "faculty room" on

the second floor is quite suitable for the general school library.

The basement of the school building, which is half a story above the level of the church, contains a large hall, 118 by 33 feet in size, and an adjoining kitchen, 80 by 19 feet. This hall is heated by radiant heat pipes embedded in the terrazzo floor. It is equipped with modern folding tables to serve as a school cafeteria or a parish dining hall. With the tables removed, the room will serve as a school auditorium or playroom or as a parish meeting hall. The large kitchen is fully equipped to provide a government lunch program or parish dinners. In addition to modern cooking and serving equipment, there are an electric dishwasher and garbage disposal unit and ample storage and water-heating facilities.



### Interior Finishes

All corridors, stair halls, and toilet rooms have ceramic tile floors and glazed tile wainscoting 5 feet high. The stairs are of terrazzo. All rooms and corridors on the first and second floors have acoustical tile ceilings. The classrooms are fitted with green glass chalkboards, cork bulletin boards, and cork tack boards—all with aluminum trim. The wardrobes in the rear of classrooms are closed with accordion-style folding doors. On either side of the wardrobes are storage closets. The floors in the classrooms are finished in wood blocks laid in mastic directly on the cement base. The classroom walls are plastered and painted. All window stools are of marble.

### Modern Equipment

The windows of the first and second floors have steel sash. The lower part, for view and ventilation, is fitted with clear glass; above this light-directing glass block extends to the ceiling. Heat is supplied by low-pressure steam from oil-fired boilers. Unit heaters and ventilators with automatic temperature control are located in each classroom. Electric hand driers are installed in all washrooms. In addition to the two-way communiation system already mentioned, there is a program clock system and a fire alarm.

This major parish project was completed at a cost of \$490,000, exclusive of movable equipment which cost about \$20,000.

N. P. Backes of Milwaukee planned the building and directed the construction.

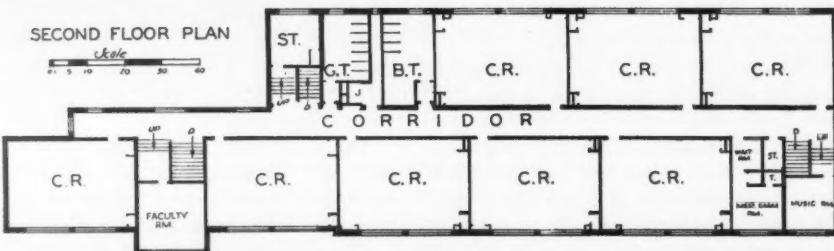
Rev. Gordon A. Johnson is pastor of St. Veronica's Parish. Rev. Stanley B. Klauck is assistant pastor. The school is in charge of Sisters of the Third Order of St. Francis of Assisi whose mother house is in Milwaukee. Sister M. Hubert, O.S.F., is the principal. The new building was dedicated by Most Rev. Archbishop Albert G. Meyer on December 13, 1953.



Below: The Second-Floor Plan of St. Veronica's School.

**Classrooms at St. Veronica's School**  
The upper picture shows the front of a classroom and the lower the rear.

Note the cork bulletin boards above the green glass chalkboards, the pedestal desks, modern lighting fixtures, the glass block extending to the ceiling above the view windows, and the accordion-type doors to the wardrobe.





Left: One of the upper classrooms at St. Veronica's School is being used to teach the operation of the adding machine. The school is participating in a program called the Milwaukee Arithmetic Teaching Experiment conducted by Dr. Andrew F. Schott, of Wisconsin State Teachers' College. Children of the lower grades use the abacus.

#### ECONOMY IN BUILDING

A booklet entitled *Economies from A to Z in Planning and Building Schools* issued recently by a New York state commission offers these suggestions:

**Site:** Make certain that the site needs a minimum of grading, grubbing, and removal of rocks—and that it has good subsoil for foundations.

Buy the site as far in advance of use as possible. Land values jump when schoolboards buy in congested areas or in a hurry.

**Design:** Keep straight lines, avoiding non-functional elements. Avoid towers, ornamental columns, high-pitched roofs, parapet walls, gargoyles.

**Construction:** Avoid walls thicker than necessary.

**Space Use:** Keep corridor widths to a minimum. Avoid passageways rarely used. Plan rooms for a variety of purposes.

**Combinations:** Gymnasium and auditorium; gymnasium and cafeteria; auditorium and music room; library and study hall; science laboratory and classroom; board room, conference room, and principal's office.

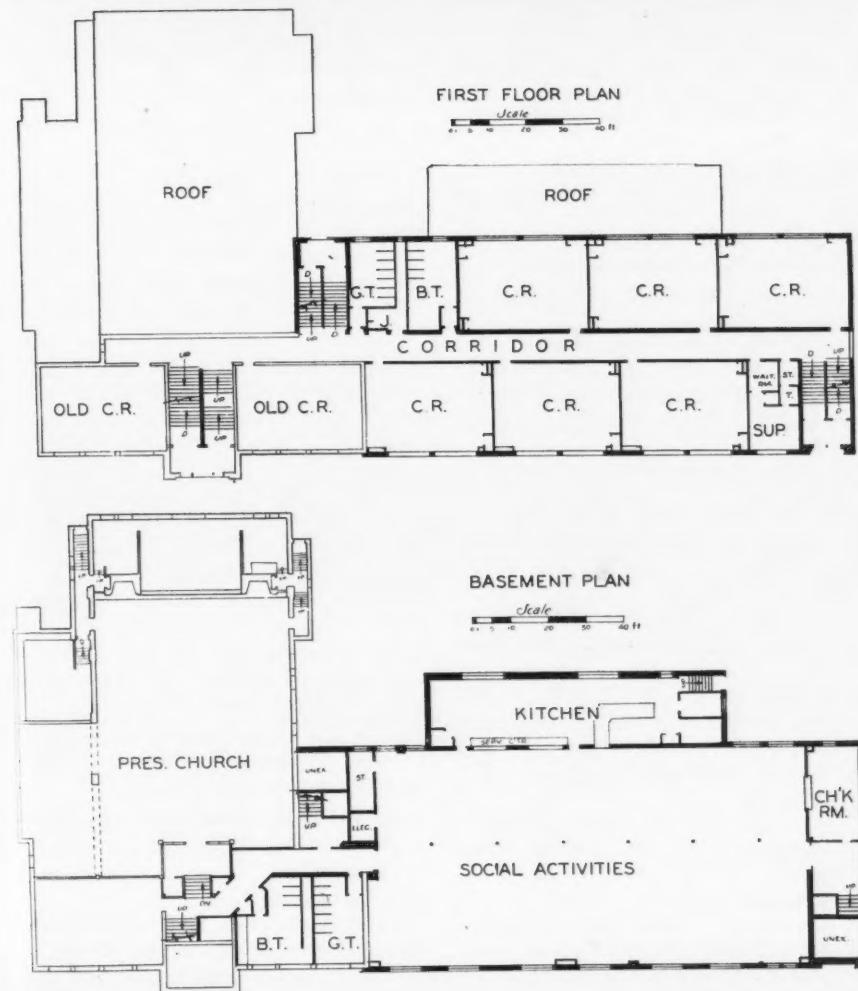
**Interior:** Eliminate costly lathing and plastering by using light aggregate concrete blocks.

**Roof:** Insist on a flat or slightly sloping roof carried by the ceiling joists. Approve only roofs without valleys, hips, ridges, cupolas, domes, steeples, dormers, or other irregularities.

**Floors:** Do not put linoleum or rubber tile on concrete slabs laid directly on the ground. The floor covering will rot in a short time.

**Lighting:** Ask the architect to design rooms so that artificial light will be the primary source; natural light to be used as supplementary.

**Heating:** Do not insist that heating be planned to meet rarely occurring low temperatures.



# Some 1953 Educational Films

George E. Vander Beke, Ph.D.

(Continued from page 8A)

## First Aid for Wounds

*Centron Corp.* (Filmstrip) Released by *Young America Films*, 1952. 42 frames, black and white, 35mm. (First Aid Series.)

## First Aid in Common Emergencies

*Centron Corp.* (Filmstrip) Released by *Young America Films*, 1952. 42 frames, black and white, 35mm. (First Aid Series.)

## Flipper, the Seal: Background for Reading and Expression

*Coronet*, 1953. 11 min., sound, black and white, 16mm.

## Flying Action

*Castle Films*, 1951. 1 reel, sound, black and white, 16mm.

## Forests and People

*Michigan Dept. of Conservation*, 1952. 30 min., sound, color, 16mm. Kodachrome.

## Freedom's Flag

*Popular Science Pub. Co.*, 1953. (Filmstrip) 45 frames, color, 35mm. Ansco color.

## Frictional Electricity

*Young America Films*, 1953. (Filmstrip) Produced by Key Productions, 45 frames, black and white, 35mm. (Elementary Science Series, Set No. 3.)

## The Germ Invaders

*Popular Science Pub. Co.*, 1952. (Filmstrip) 50 frames, color, 35mm. (Fighting Disease.)

## The Golden Rule: A Lesson for Beginners

*Coronet*, 1953. 10 min., sound, black and white, 16mm.

## Government in Action

*Encyclopaedia Britannica Films*, 1953. (Filmstrip) 8 filmstrips, color, 35mm. Eastman color. Cartoon Drawing.

## Growing Things

*Margaret Bradfield Associates*, 1953. (Filmstrip) Made by Jam Handy Organization. 7 filmstrips, color, 35mm. Ansco color.

## Hardwood Lumbering

*Popular Science Pub. Co.*, 1953. (Filmstrip) 51 frames, color, 35mm. Ansco color (Woodworking.) Developed in co-operation with McKnight & McKnight Pub. Co.

## Hardwood Processing

*Popular Science Pub. Co.*, 1953. (Filmstrip) 52 frames, color, 35mm. Ansco color. (Woodworking.) Developed in co-operation with McKnight & McKnight Pub. Co.

## Harmony in Music

*Coronet*, 1952. 13 min., sound, black and white, 16mm.

## Hawaii: Our Next State

*March of Time*, 1953. 29 min., sound, black and white, 16mm.

## Helping the Body Defenses Against Disease

*Popular Science Pub. Co.*, 1952. (Filmstrip) 46 frames, color, 35mm. (Fighting Disease.)

## Holidays for Us to Remember: February 12, 1809, Abraham Lincoln, the Man Who Saved the Union

*Tested Teaching Films Corp.*, 1953. (Filmstrip) 55 frames, color, 35mm.

## Holidays for Us to Remember: February 22, 1732, the Birthday of George Washington, Our First President

*Tested Teaching Films Corp.*, 1953. (Filmstrip) 52 frames, color, 35mm.

## Hoppy, the Bunny: Background for Reading and Expression

*Coronet*, 1953. 11 min., sound, black and white, 16mm.

## How Chemicals and Anti-Biotics Fight Disease

*Popular Science Pub. Co.*, 1952. (Filmstrip) 48 frames, color, 35mm. (Fighting Disease.)

## How Man Uses Fuel

*Popular Science Pub. Co.*, 1953. (Filmstrip) 54 frames, color, 35mm.

## How to Prepare a Class Report

*Coronet*, 1953. 11 min., sound, black and white, 16mm.

## In Case of Atomic Attack

*Documentary and Experimental Films*, 1952. D. X. Productions. 5 min., sound, black and white, 16mm.

## The Indians of the Pacific Coast

*Popular Science Pub. Co.*, 1953. (Filmstrip) 32 frames, color, 35mm. Ansco color. (Our Friends the American Indians.) A Richard Nelson Travel strip.

## The Indians of the Western Plains

*Popular Science Pub. Co.*, 1953. (Filmstrip) 31 frames, color, 35mm. Ansco color. (Our Friends the American Indians.) A Richard Nelson travel strip.

## In Every Classroom

*Encyclopaedia Britannica Films*, 1953. (Filmstrip) 52 frames, color, 35mm. Ansco color.

## In the Autumn

*Young America Films*, 1953. (Filmstrip) 35 frames, color, 35mm. Eastman color. (Through the Seasons Series, No. 1.)

## In the Spring

*Young America Films*, 1953. (Filmstrip) 36 frames, color, 35mm. Eastman color. (Through the Seasons Series, No. 3.)

## In the Summer

*Young America Films*, 1953. (Filmstrip) 33 frames, color, 35mm. Eastman color. (Through the Seasons Series, No. 4.)

## In the Winter

*Young America Films*, 1953. (Filmstrip) 33 frames, color, 35mm. Eastman color. (Through the Seasons Series, No. 2.)

## Insects

*Encyclopaedia Britannica Films*, 1953. 10 min., sound, color, 16mm. Kodachrome.

## Intermediate Art Series

*Young America Films*, 1952. (Filmstrip) Produced by Centron Corp. 8 filmstrips, color, 35mm. With teacher's guide.

## Invasion by Disease

*Popular Science Pub. Co.*, 1952. (Filmstrip) 50 frames, color, 35mm. (Fighting Disease.)

## Japan: 80,000,000 Mouths to Feed

*Dickson Reck*. Released by *Encyclopaedia Britannica Films*, 1953. 12 min., sound, color, 16mm. Kodachrome.

## Japan: The Land and the People

*Coronet*, 1952. 10 min., sound, black and white, 16mm.

## Jet Propulsion

*Encyclopaedia Britannica Films*, 1952. 11 min., sound, black and white, 16mm.

## Johannesburg, City of Gold

*Metro-Goldwyn-Mayer*. Released by Loew's, 1953. 8 min., sound, color, 35mm. Technicolor. (James A. Fitzpatrick's Traveltalks.)

## The Law of Demand and Supply

*Coronet*, 1952. 11 min., sound, black and white, 16mm.

## Laws of Motion

*Encyclopaedia Britannica Films*, 1952. 13 min., sound, color, 16mm.

## Let Freedom Ring

*Popular Science Pub. Co.*, 1953. (Filmstrip) 47 frames, color, 35mm. (The American Way, No. 2.) Produced in co-operation with the World Book Encyclopaedia.

## Let's Learn About Magnets

*Tested Teaching Films Corp.*, 1953. (Filmstrip) 53 frames, color, 35mm.

## Let's Learn About Trees

*Tested Teaching Films Corp.*, 1953. (Filmstrip) 51 frames, color, 35mm.

## Let's Learn About Trees by Their Leaves

*Tested Teaching Films Corp.*, 1953. (Filmstrip) 62 frames, color, 35mm.

## Let's Measure: Inches, Feet, and Yards

*Coronet*, 1953. 11 min., sound, black and white, 16mm.

## Life Cycle of the Frog

*United World Films*, 1948. 10 min., sound, black and white, 16mm. (Zoology Series.)

(to be concluded in June)

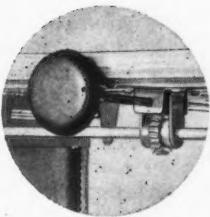
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**the new  
Royal steel  
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for typing and business machines

Built-in, precision-machined worm gear construction cannot slip and has automatic safety stops. Adjustable to any level between 26 and 30 inches.



This Royal Book-keeping Desk has a 16 inch drawer and in appearance and construction features, it matches the Royal Adjustable Desk. It is also available with a bookshelf.



Designed to reduce student fatigue and increase proficiency, this new Royal steel desk has an adjustable platform which raises and lowers so that students of any stature can adjust it to fit their posture. The platform accommodates all manual typewriters, as well as electric, and is adjusted with a rubber-capped hand wheel. When the platform is transposed it becomes an ideal desk for business machines.

Arch-design one-piece welded 1½" tubular base rigidly supports steel cabinet and platform. Beautiful, 7-ply birch plywood top resists chipping, cracking and hard use. This new desk also has a pull-out shelf and lower book shelf and is finished in Tan-Taupe color, baked enamel. It has non-slip rubber floor protectors.

The new Royal Posture Chair matches the desk and has a 4-way adjustable backrest, providing proper posture for any student. Tubular steel legs match those of the desk. It has a 7-ply bent plywood seat and back. Contact your Royal dealer today.

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## Building News

### IN ALABAMA

#### St. Joan of Arc, Mobile

A new \$150,000 elementary school building was dedicated March 14, for St. Joan of Arc Parish, Mobile. The building is a two-story, fireproof brick structure, with all interior walls of glazed tile. Floors are concrete covered with asphalt tile, and the roof is built up on concrete slabs. All windows have aluminum frames.

A combination cafeteria and auditorium

has been provided for use in parish activities as well as for school purposes. Ceilings of all rooms have acoustical tile.

The school is in charge of the Sisters of Mercy; Rev. James Madigan is pastor.

### IN INDIANA

#### Our Lady of Providence, St. Mary-of-the-Woods

A new convent for the faculty of Our Lady of Providence High School, Clarksville, was dedicated March 2.

The convent building has been designed along the same architectural lines as those of the high school. The two-story building is

built of buff brick with cut-stone trimmings. It will accommodate 20 Sisters.

At present the convent will house the Sister faculty members of the high school, but it has been designed to accommodate as well the faculty for a new Catholic grade school that is planned for the vicinity in the near future.

The first floor of the convent includes chapel, office, two music rooms, three parlors, guest bedrooms, kitchen, refectory, and two lavatories. The community room, solarium, bedrooms, and lavatories occupy the second floor. The basement houses a workshop, boiler room, laundry, and storage rooms.

### IN MISSOURI

#### Immaculate Heart of Mary, St. Louis

Dedication of the new Immaculate Heart of Mary Church and School, St. Louis, took place March 14. The buildings are of attractive contemporary design on a six-acre tract. The school, built at right angles with the church in an L-shape and matching its buff brick and Bedford stone construction, has a present enrollment of 400.

There are eight large classrooms in the fireproof school structure. Each classroom has outside walls of glass, for utilization of natural daylighting whenever possible. Pastel colors are used in the haydite block that finishes the unplastered walls. The kindergarten has its own lavatory, walk-in clothes closets, and all fixtures are suited to their small size. All lavatories are finished in glazed tile.

School Sisters of Notre Dame staff the school; the pastor of Immaculate Heart of Mary Parish is Rev. Melvin D. Keaney.

### NEW CHRISTOPHER FILM

"Teen-Agers — The Hope of Tomorrow" is the title of a proposed film to be produced by The Christophers. It will depict a young person who is about to be sucked in by debasing influences, but who rises above them because someone takes the time to appeal to his youthful idealism and points out the full and fascinating life that can be his if he starts at an early age to prepare for a useful and constructive career.

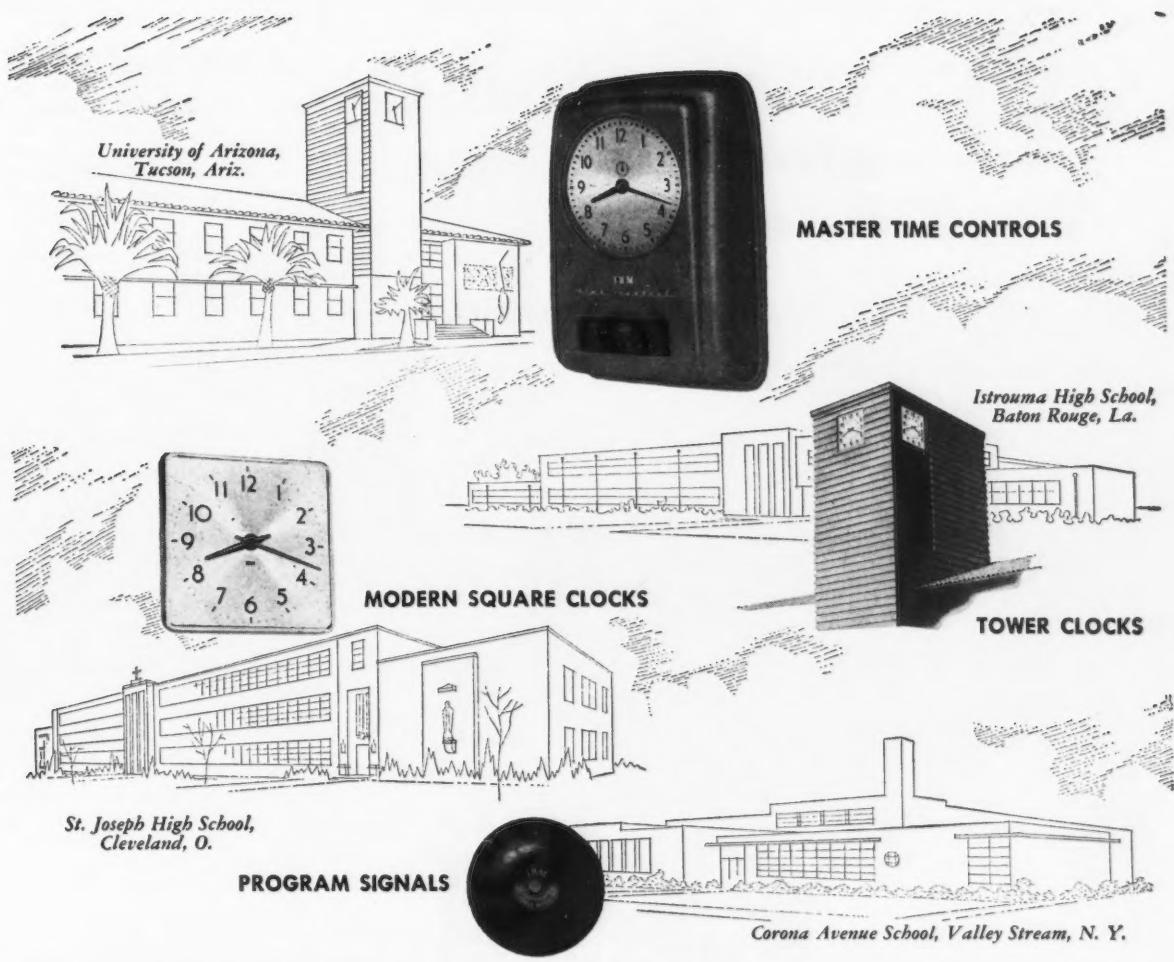
Up to the present, practically all surveys, newspaper reports, magazine articles, books, and films on the subject have dealt almost exclusively with the crime side of the problem. Too few have presented a solution, especially along preventive lines. Rather than follow the usual pattern of portraying the damaging effects of juvenile delinquency, the Christopher film will be along positive and constructive lines. The plan is to present a story of achievement that will remind the millions who see the film on TV that young people have it within themselves, if given the proper inspiration and guidance, to channel their enthusiasm and energies into constructive outlets.

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WRITE for NEW booklet, "Forever Yours," listing many helpful uses of Ekotape in audio-visual instruction at all levels.



## Science Is "Vocation"

A dearth of Catholic educational facilities for scientific research and for the study of pure science was deplored by Rev. J. Franklin Ewing, S.J., of Fordham University, New York, in a recent speech to representatives of undergraduate science societies of the Metropolitan area. "We Catholics are neglecting," he said, "to turn out scientists, and the position of scientists in our civilization is of the utmost importance. There is a tremendous amount of lip service to science in American Catholic education but that is as far as it goes. We have not introduced students to science as such."

The priest said that the study of science and scientific research should be presented to students by Catholic educators as a "vocation." He observed, "Catholic philosophy holds that the mind of man, as God created it, is made to know that the proper exercise of the mind is to go on learning." Scholarly activity, Father Ewing said, should be undertaken with "the direct, naïve approach a child uses when he asks, Why?"

Pointing to a scarcity of working Catholic scientists "of stature" the Jesuit priest asked: "Who has happened since Pasteur?"

"Each man and woman has an essential vocation in life. I submit that the most important need of the Catholic Church in this country is for the growth of a large body of intelligent, intellectual lay people; and, of these, in terms of our civilization, the most important need is for scientists. For these people, especially the scientists, this life is a vocation to learning, a calling by God, and the most important thing we can build up today in this country."

He asserted that Catholic educators should:

1. Develop a research mentality in youth.
2. Develop the spirit of scientific curiosity.
3. Present learning as a true vocation.

## Developing Scientific Talent

The Science Talent Search conducted annually in high schools as the basis for awarding the Westinghouse Scholarships serves the basic purpose of discovering and encouraging high school students who have special scientific ability. Some of the annual winners come from Catholic high schools, and there is no reason why a large percentage should not do so.

Writing in *The Scope* (March, 1954), a bulletin published by the Catholic Science Council of the Archdiocese of New York, Brother Leroy, C.F.X., relates an instance which shows that only students who have given much more time and effort to scientific projects than what is required in school can hope for outstanding success.

Father Lawrence McGowan, of Archbishop Stepinac High School, White Plains, N. Y., analyzed the results of the recent Science Talent Exams at his school. Ten boys entered. Of these only two intended to compete for Westinghouse Scholarships; the other eight were ordinary high-ranking seniors.

The best possible score on the test was 137. The highest score achieved in the nationwide competition was 120. The two students from Stepinac who actually entered the contest received

(Concluded on page 26A)

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*offered superb design in carefully constructed furniture. Through the years Duncan Phyfe has come to mean perfection of line combined with meticulous craftsmanship that ensures lasting satisfaction.*

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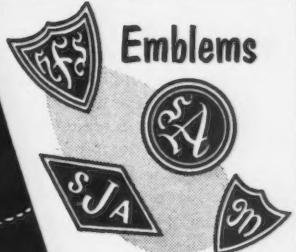


Mary Roberta



Pom Pom Hat

ADD 4c FOR EACH LETTER



Notre Dame Hat

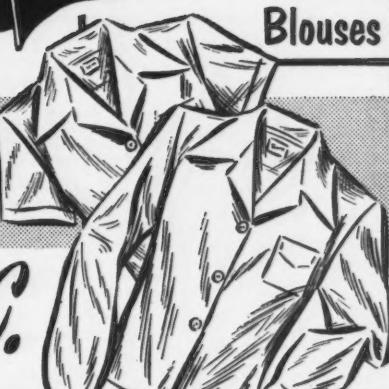


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## SCIENTIFIC TALENT

(Concluded from page 22A)

scores of 105 and 100. The other good students who tried the examinations received scores of 78, 76, 75, 68, 67, 56, and 49.

"The two students with the top scores are not ordinary students. In addition to taking the regular science courses offered at school, both have been working since their freshman year, developing an intense scientific viewpoint by private experiments at home and at school, and by wide reading of scientific books and periodicals of all descriptions. This has given them a very high scientific acumen, which bore fruit when they matched their wits with the very best science students this country has to offer."

## Special Features at the Summer Schools

### CATHOLIC UNIVERSITY OF AMERICA

#### Washington 17, D. C.

The third annual workshop on *Special Education of the Exceptional Child*, June 11-22.

Lectures, seminars, discussions, field trips, clinics on: remedial reading; cerebral palsy;

mentally retarded; blind and partially seeing; speech defective; orthopedically crippled; socially maladjusted; tests and measurements; arts and crafts, etc.

For teaching Sisters, Brothers, and all elementary and secondary teachers, supervisors, principals, superintendents, social workers.

*Visually Handicapped Institute*, June 28-August 7.

*Workshop on Creative Art*, June 11-22.

Lectures on principles underlying historic and contemporary art. Seminars on the creative approach to painting, design, and art education.

*Workshop on School and Home*, June 11-22.

Directed by elementary school curriculum department of the Commission on American Citizenship.

Theme: How can the Catholic school help restore Christian family living.

*Workshop in English*, June 11-22.

Directed by Sister M. Janet, S.C., and John Julian Ryan.

*Workshop for Registrars*, June 11-22.

Directed by Dr. Roy J. Deferrari and Dr. Catherine R. Rich.

Will consider registration, admissions, records, publications, statistical reports, public relations, and recruiting.

*Clinical Instruction in Nursing Education*, June 11-22.

*Music Education in the Secondary School*, June 11-22.

### MARYWOOD COLLEGE

#### Scranton, Pa.

The department of music will co-operate with the American Institute of Normal Methods for the second annual *Music Education Workshop*, June 28-July 9.

For classroom teachers, music teachers, supervisors, principals, superintendents, and directors of elementary education. Kindergarten through high school. Vocal and instrumental.

### ST. XAVIER COLLEGE FOR WOMEN

#### 4900 Cottage Grove Ave. Chicago, Ill.

Seventh annual *Theological Institute* for Sisters, June 22-August 4.

Prepares Sisters to teach religion in elementary and high school. A certificate in theology is granted upon completion of the basic program and the advanced program leads to a master's degree. Prerequisites for advanced standing are completion of basic program and a bachelor's degree. Both programs extend over three summers.

(Concluded on page 28A)

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in its field!*



Comfortable, relaxed sitting that fosters attentiveness and efficient performance is assured by this durable, lightweight die-formed unit. The formed plywood seat with short roll edge front, and deep-curved back with self-adjusting lower rail provide proper posture support for a wide range of student sizes.

Rigid strength that eliminates squeaks, and hardened-metal, rubber-cushioned glides help maintain quietness in the classroom. Adjustable support clips beneath the seat back avoid clothes-catching hazard. Top slopes 10° for writing comfort, and is adjustable for height by never-fail, wrap-around clamp. Roomy, sanitary book-compartment.



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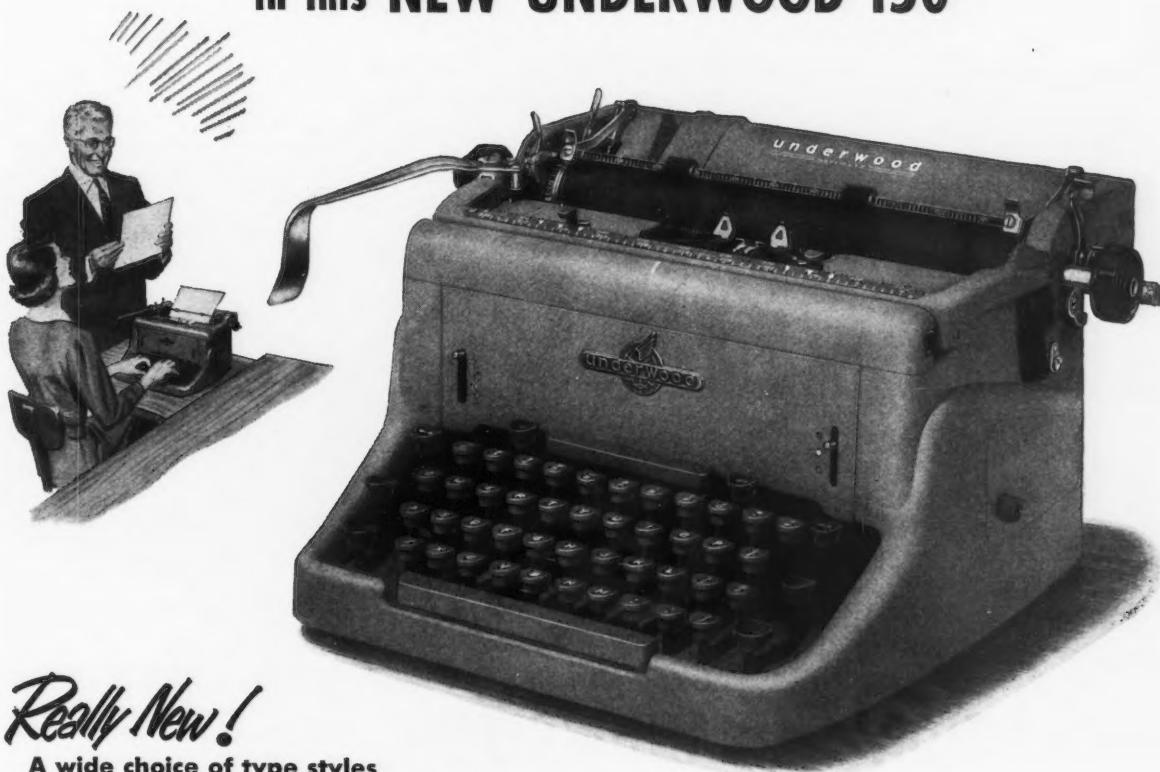
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**SUMMER SCHOOLS**

(Concluded from page 26A)

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LITURGICAL MUSIC**  
**MANHATTANVILLE COLLEGE  
OF THE SACRED HEART**

**Purchase, N. Y.**

*Interpretation of Gregorian Chant*, July 6-August 13.

Classes by Dom L. Baron, O.S.B., of l'Institut Gregorien de Paris.

*Scripture in the Liturgy*, daily lectures by Rev. Barnabas Mary Ahearn, C.P.—at the

summer school of Manhattanville College of the Sacred Heart.

*Choral Workshops* in sacred and secular music one night a week.

**DE PAUL UNIVERSITY**  
**64 East Lake St.**  
**Chicago, Ill.**

*Liturgical Music Workshop*, classes begin June 28.

For classroom teachers of liturgical music and professional Church musicians.

**MOUNT ST. MARY'S COLLEGE**  
**Los Angeles, Calif.**

*A Master Session in Gregorian Music* will

be held, August 2-6.

Conducted by Dom J. Desrocquette, O.S.B., from Solesmes, France.

**LORETO HEIGHTS COLLEGE**  
**Denver, Colo.**

*Workshop on Understanding the Exceptional Child*, June 29-August 3.

Directed by Dr. Allan Murphy, certified school psychologist, member of American Catholic Psychological Association.

*Catholic Education News*

**HONORS AND APPOINTMENTS**

**President of College**

VERY REV. BENEDICT RYAN, O.S.B., former pastor of Our Lady of Lourdes Parish, Los Angeles, Calif., is the new president of St. Gregory's College, Shawnee, Okla.

**Honored by France**

SISTER M. ST. IRENE, B.V.M., chairman of the department of French at Mundelein College, Chicago, has been named an Officier d'Academie by the French Minister of National Education, in recognition of her outstanding service to the cause of French culture.

**Doctor of Education**

SISTER MARIE ENDA, O.P., of Aquinas High School, Bronx 57, New York City, received the degree of doctor of education from Columbia University Teachers College in January, 1954. The title of her study was "A Proposed Plan for the Organization and Administration of a Department of Business Education at the College of St. Thomas Aquinas, Sparkill, N. Y." Sister Marie earned her degree of bachelor of science in education (*Magna cum laude*) from Fordham University and a master of arts degree from Teachers College, and a certificate in theology from Providence College.



Rev. Howard C. Teacle, New Superintendent of Education for the Diocese of Alexandria, La.

(Continued on page 30A)

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Provision is made for individual differences in pupils — including the left handed child.

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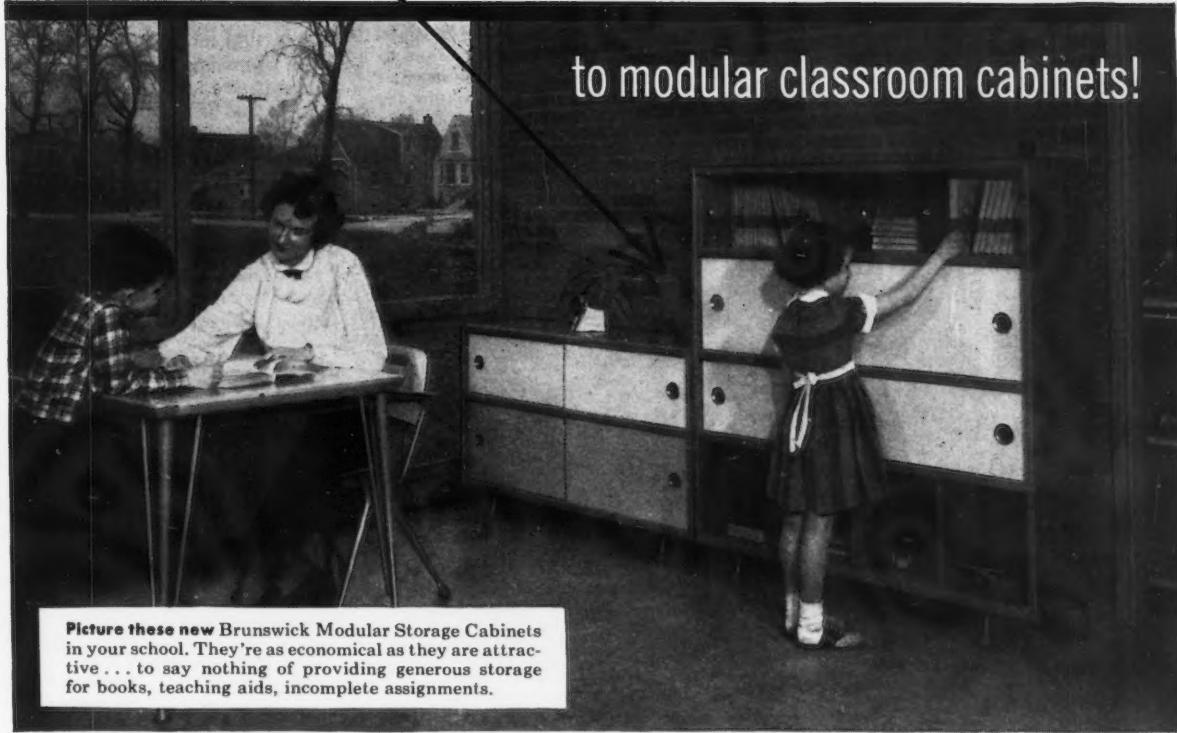
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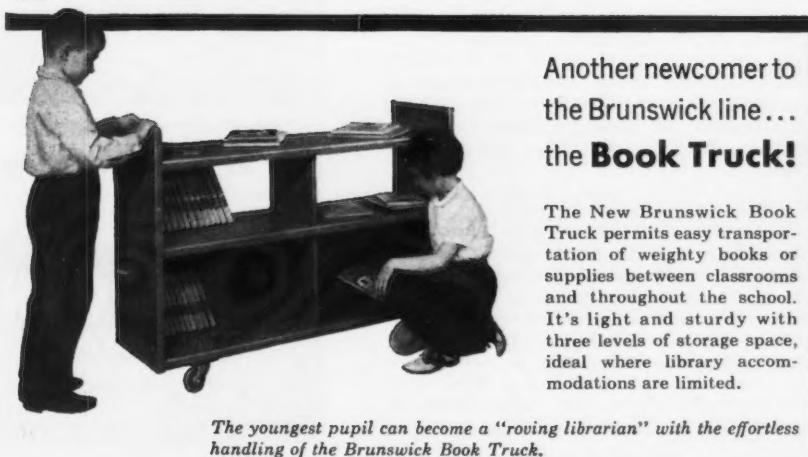
to modular classroom cabinets!



Picture these new Brunswick Modular Storage Cabinets in your school. They're as economical as they are attractive... to say nothing of providing generous storage for books, teaching aids, incomplete assignments.

Introducing a new addition to the Brunswick line of flexible, durable, advanced-design school furniture... the Brunswick Modular Storage Cabinet. Here is a space-saving cabinet that was born versatile... easy to move from wall to wall or room to room. Parts interchange to form a variety of combinations to meet every classroom storage problem. Expands simply by adding units vertically. Again, Brunswick designs new beauty and purpose for all types of classrooms!

Check these features in Brunswick Modular Storage Cabinets • factory-finished panels shipped knocked down to cut costs • one tool required for assembly • available with one, two or four shelves with or without lateral divisions and sliding doors in a selection of colors or clear plexiglass • choice of legs or casters for self-standing or brackets for wall-hanging.



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The New Brunswick Book Truck permits easy transportation of weighty books or supplies between classrooms and throughout the school. It's light and sturdy with three levels of storage space, ideal where library accommodations are limited.

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## *Catholic Education News*

(Continued from page 28A)

### **Laetare Medalist**

JEFFERSON CAFFERY, U. S. ambassador to Egypt, has been named recipient of the 1954 Laetare Medal.

Mr. Caffery, 67 years old, a career diplomat, is the 72nd American Catholic lay person to receive the annual award from the University of Notre Dame. He has served 43 years in the foreign service.

### **Canadian University Head**

REV. H. J. SOMERS, a priest educated at the Catholic University of America and present vice-president of St. Francis Xavier University, Antigonish, Nova Scotia, will assume presidency of the university on March 31. Father Somers is a former president of the Canadian Catholic Historical Association and has been on the university staff since 1931.

### **REQUIESCANT IN PACE**

• LEO F. STOCK, PH.D., historian, author, educator, and specialist on relations between the U. S. and the Vatican, died, March 8, at Georgetown Hospital, Washington, D. C., at the age of 75.

Dr. Stock, a native of Gettysburg, Pa., was associated with the Carnegie Institution as a historical research worker. He taught American history at the Catholic University of America and also taught at Trinity College in Washington. In 1941 he edited a Catholic map of the United States. He is the author of: *Proceedings and Debates of the British Parliament, U. S. Ministers to the Papal States, Consular Relations Between the U. S. and Papal States*, etc.

• MRS. FRANK R. TRAZNIK, a member of the advisory committee of CATHOLIC SCHOOL JOURNAL, died, April 7, in Milwaukee, at the age of 48. She was a leader in national and archdiocesan Catholic circles for many years.

At the time of her death she was president of the Marquette Woman's League and executive secretary of the Missionary Association of Catholic Women. Mrs. Traznik was serving as president of the Archdiocesan League of Catholic Home and School associations from 1947 to 1951, when the group was nationally known as one of the most progressive and active leagues. She also served the Home and School division of the National Council of Catholic Women as its national chairman from 1948 to 1952. In this capacity, she attended a White House conference on youth and children about 3 years ago.

• REV. THOMAS A. CRUMLEY, C.S.C., former vice-president of the University of Notre Dame, died March 6 at St. John's Hickey Memorial Hospital in Anderson, Ind., where he had served as chaplain since 1934. He was 82 years of age. Born in Cincinnati, he entered the Congregation of the Holy Cross in 1892. Father Crumley taught philosophy and English at Notre Dame for many years and served as vice-president of the university during the administration of Father John W. Cavanaugh, C.S.C.

(Continued on page 33A)

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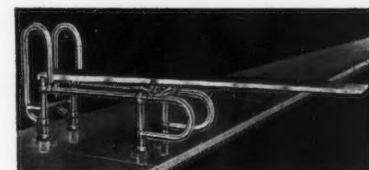
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## Catholic Education News

(Continued from page 30A)

• REV. THOMAS A. McCOURT, S.J., professor of Spanish at Xavier University, Cincinnati, died, early in March, after an illness of several months. He was 76 years of age. Father McCourt had taught in St. Mary's, Kans.; Marquette University, Milwaukee, where he became the first teacher in the new engineering department in 1907; St. Louis University; Regis College, Denver; and St. John's College, Toledo.

• REV. THOMAS A. BECKER, S.J., well-known professor and one-time chaplain to lepers, died, early in March, at the age of 81. Early in his priestly career Father Becker volunteered to be chaplain at the Culion leper colony in the Philippine Islands, serving as only priest among 7000 lepers for two years. He was professor of classics at Holy Cross College, Worcester, Mass., Fordham University, and St. Andrew-on-Hudson, Poughkeepsie, N. Y. Father Becker was the author of several spiritual books on the life of Christ.

## EDUCATIONAL MEETINGS

### Sisters of Mercy Conferences

The Baltimore Province of the Sisters of Mercy of the Union has organized an Educational Conference for its members. The Conference will hold three regional meetings this fall. The Maryland-Virginia-Washington area will hold its meeting on September 26; the Savannah-Atlanta area on November 1; and the Mobile area on October 30.

Mother M. Maris Stella, R.S.M., Baltimore provincial, states the objectives of the conferences as follows:

1. To foster a deep appreciation of the aims of Catholic education.
2. To promote by study, conference, and discussion, the solving of problems confronting Catholic education.
3. To promote the spirit of mutual helpfulness and co-operation for educational progress by the Sisters in all parts of the province.
4. To secure the co-operation of member institutions in the province with the Educational Conference.

The general theme of the three regional meetings this year will be "Practical Application of Religious Principles in Education."

## COLLEGES & UNIVERSITIES

### New College Chartered

A charter for a senior college for women has been granted to the Sisters of the Holy Family of Nazareth by the Commonwealth of Pennsylvania upon the recommendation of the State Council of Education. To be known as Holy Family College, the school will have a four-year liberal arts course for women, and will grant the bachelor of arts and bachelor of science degrees.

The campus of Nazareth Academy, Torresdale, will be the site of the college. Ground is to be broken in a few weeks for a new building

(Continued on page 34A)



Easily moved by student for conventional straight row room arrangements...or for grouping to fit intra-classroom project needs. Designed for flexibility in use by student to provide posture comfort and ease in reading, writing, drawing and manipulative tasks. Desk top equipped with adjustable friction-disc hinges to protect student's fingers and give quiet closure. Modern in every detail.

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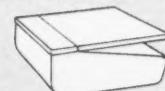
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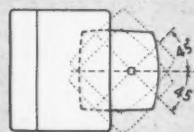
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desk top raises and closes on positive friction hinges. Safe and quiet. Book box gives ample storage area



seat swivels up to 45° in either direction to conform to any natural turn of the student's body

## Catholic Education News

(Continued from page 33A)

which will serve exclusively as the beginning of the college plant.

Freshman classes will begin in September, 1954, temporarily housed in one of the existing buildings on the campus.

### Catholic Letters Conference

Rev. Daniel A. Lord, S.J., was the keynote speaker at the Letters and Fine Arts Conference held at Loretto Heights College, Denver, Colo., March 23-24. The purpose of the parley was to set in focus modern trends in letters and fine arts against the background of Christian

humanism and to study basic principles by which to judge the good, the true, and the beautiful in the works of the masters of our times.

The conference explored the fields of literature, music, drama, and art. Some of the topics discussed were: "Has Modern Literature Lost Christian Values?" "Christian Humanism in Relation to the Arts of Music and Drama," and "How Modern is Modern Art?"

This was the sixth in a series of conferences emphasizing areas in a Catholic liberal arts college. Previous conferences have dealt with natural law and theology.

### Leadership Training

The student senate of St. Bonaventure University, New York, recently offered a program

rather unique on the college educational scene when it presented a Leadership Training Program for potential campus leaders, especially those who intend to be candidates in the coming school elections.

Among the lecturers at the symposium were: Rev. Jerome Kelly, O.F.M., dean of St. Bonaventure school of arts, who discussed "Leadership in the Individual"; Rev. George Flanagan, O.F.M., instructor of philosophy, portrayed the roots of the students' negative attitude toward leadership; Dr. John Reach, local civic leader of Olean, New York, spoke on the qualities of a leader; Gerald Mulvey, president of the New York region of the National Student Association, advised on the need for prudence in leadership; and John Maley, president of the student senate.

After each lecture the students formed smaller discussion groups to consider the material presented in the lectures. Each of these group discussions was moderated by a student with previous experience in student government.

### Boys' Summer Camp

A four-week Boys' Summer Camp will be conducted by the Brothers of the Christian schools on the St. Mary's College campus, Calif., June 27 through July 25, under the direction of Brother V. Dominic, F.S.C.

Open to all boys between the ages of 8 and 13, the camp will offer a complete recreational and athletic program for youngsters. Tutoring also will be available in the fundamentals of arithmetic, reading, and spelling on the sixth-, seventh-, and eighth-grade levels.

Additional details can be obtained from Brother Dominic at St. Mary's College, Calif.

## SCHOLARSHIPS AND AWARDS

### Science Talent Search

The Science Clubs of America, 1719 N Street, N.W., Washington 6, D. C., have announced the Washington trip winners and those receiving honorable mention in the recent Science Talent Search. Three hundred boys and girls are mentioned in this year's Search. Eight girls and 32 boys (proportion determined by ratio of boys and girls entering the contest) were invited to Washington, D. C., for an all-expense trip February 25 through March 1, to attend the Science Talent Institute. At the Institute, the group were given awards ranging from \$100 to \$2,000, along with the Grand Science Scholarship of \$2,800 awarded by Westinghouse.

The trip winners are 15 to 17 years of age and come from 32 cities in 18 states and the District of Columbia. They were picked by the judges from among 16,344 contestants of whom 2409 completed their entries by taking a science aptitude examination, obtaining recommendations, and writing a report on "My Scientific Project." Entries were received from every state.

About 58 per cent of the 40 winners ranked first, second, or third in their graduating classes. Most of the winners are members of science clubs and many of them are club presidents, or other officers. Most of their clubs are affiliated with Science Clubs of America. Girls accounted for 20 per cent of the entries this year.

### Music Scholarships

Cash awards of \$2,000 and music scholarships totaling \$8,000 will be offered to Catholic high school and college seniors in the first National

(Continued on page 36A)



## LITEGREEN CHALKBOARDS

Designed especially for today's modern schools, these Litegreen Chalkboards set the standard of quality.

**They are engineered for greatest readability — without glare or eye strain. The extra hard thick surfaces are machine rubbed to provide easy writeability with ordinary chalk. Clean erasing.**

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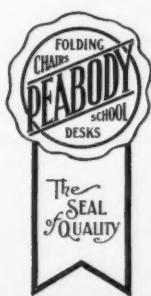
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**PEABODY**

NORTH MANCHESTER, INDIANA



## Catholic Education News

(Continued from page 34A)

Scholarship contest of the National Catholic Music Educators Association.

Forty-one diocesan units of the association have chosen finalists for judging at the association's annual convention in Milwaukee, May 16 to 19. Three college and three high school winners will be selected and presented in public concert at the convention.

Winners will choose from a list of scholarships offered by Catholic universities and colleges.

More than 3000 church and school musicians are expected to attend the convention.

## PUBLIC SCHOOL RELATIONS

### Nuns' Garb Issue

In Frankfort, Ky., a recent court decision contended that the privileges and immunities guaranteed nuns as citizens by the United States and Kentucky constitutions would be abridged if they were barred from teaching in their denominational garb. The State's arguments were contained in a formal answer filed in Franklin Circuit court to a lawsuit instituted by a retired Methodist minister.

His suit charged that the nuns' teaching in public schools was a violation of the constitutional principle of separation of Church and State and called on the court to declare the practice illegal.

In reply, the State declared the injunction

"would deny to Kentucky citizens who happen to be members of the Roman Catholic Church, to individual nuns, and to orthodox Jewish persons and others wearing distinctive raiment or insignia, the right to earn their livelihood in the teaching profession and the right of worshipping God according to the dictates of their consciences, all of which is a deprivation and diminution of civil rights."

The court's decision has been lauded by many groups.

### Suit to Ban Nuns

A suit is to be filed this spring in Jasper, Ind., in an attempt to halt the employment of nuns as public school teachers in southern Indiana's Dubois County, which is predominantly Catholic. The filing of the suit has been delayed until spring, "to give authorities an opportunity to correct violations," according to the Southern Indiana Free Public Schools Committee. The committee is described as an "affiliate" of Protestant and Other Americans United for Separation of Church and State (POAU).

Announcement of the proposed action already has had repercussions. State Representative Robert E. Menke of Jasper, Ind., has announced he will not be a candidate for the State Senate because of the "governmental-religious issue now rife in Dubois County." He said he decided against making the race because "my position might be interpreted as being strictly a political one."

"I personally believe the schools of Dubois County are being operated in accordance with Constitutional principles, which only stipulate that religious instruction should be given on released time and on premises away from the school," Menke said.

"I think the nuns have made a great contribution to public education and have saved us tens of thousands of dollars. I am not in sympathy with the tactics nor the purpose of the present lawsuit."

Seven of the 10 rural townships and the city of Jasper in Dubois County employ licensed and academically qualified nuns as teachers in public schools. In seven of the communities the school buildings are owned by the Church and leased by the school corporations.

Some of the Sisters employed hold masters' degrees, but receive only a minimum pay from the State for their services. In the case of employment of lay teachers, local officials must considerably increase the pay.

John H. Teder, Dubois County superintendent of schools, has said that if a court ruling abolishes the present system, the country schools would face chaotic conditions. He said such a ruling would bring about religious disharmony in an area entirely devoid of it and there would be a critical shortage of public school teachers if the nuns were withdrawn.

### Board Member Praised

The record of Charles A. Mooney, who after three terms declined re-election as president of the Cleveland school board, in Ohio, was lauded as "irrefutable proof" of Catholics' interest in public schools.

Mr. Mooney will continue as a member of the school board—his seventh term. In the November elections, he led the ticket in votes cast for members of the school board. Letters from individuals and editorials in the daily papers praised Mr. Mooney for the able manner in

(Concluded on page 38A)

... a rich field for exploration

Shaw Finger-Paint, the original finger-paint created by Ruth Faison Shaw, has long since come of age. It is now an important medium for every age, for both craft and creative art purposes. As students progress, they find it a rich field for experiment. Fascinating new effects are produced by using brushes or a squeegee, daubing with sponges or string, and making prints.

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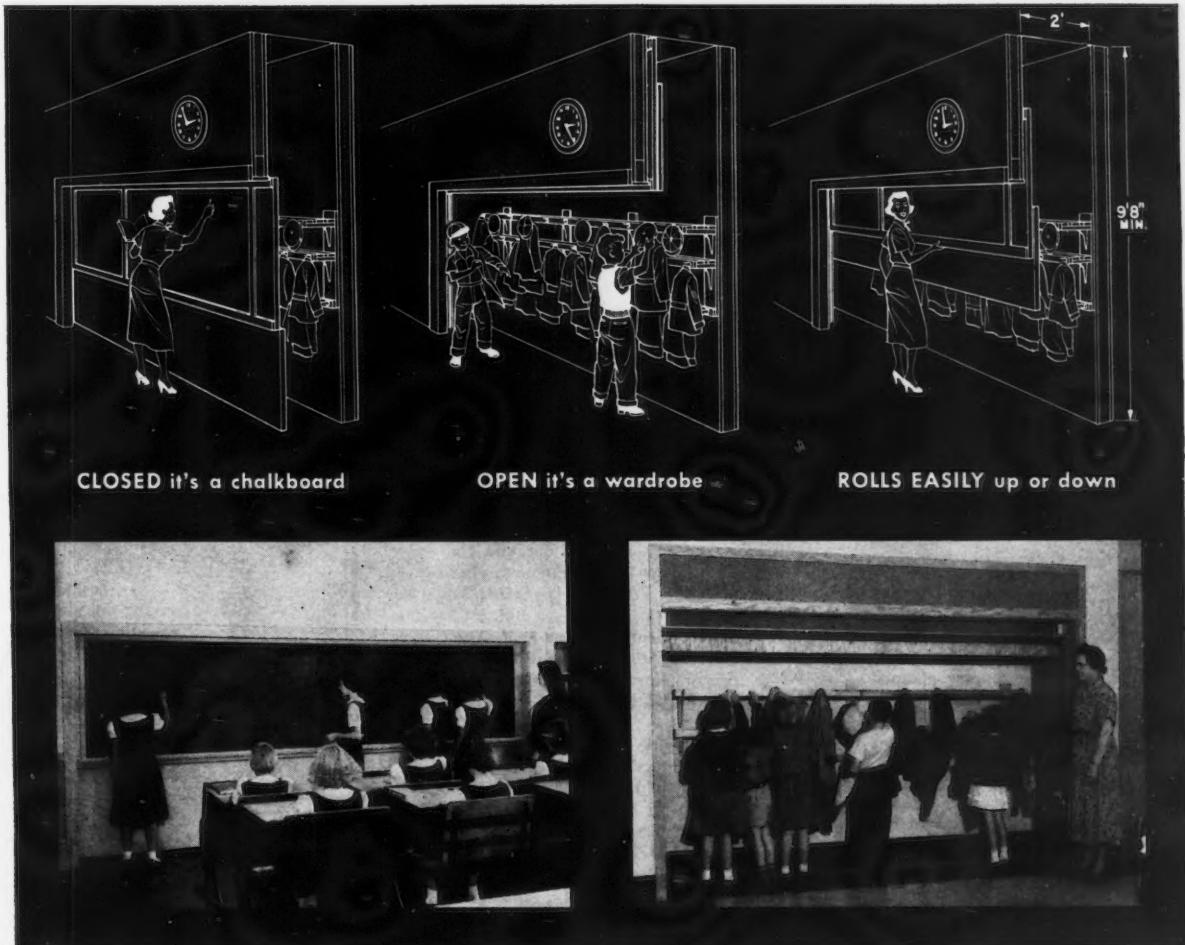
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**ST. AUGUSTINE SCHOOL**, Rochester, N. Y. finds large extra blackboard a valuable feature of WARDROBEdoor. Architect: Frank Quinlan.

**INSTALLATIONS EVERYWHERE** acclaim the practical advantages of WARDROBEdoor. For example, in the East there are installations in Marion, Somerset, Mass.; Hoboken, N. J.; Heuvelton, New Rochelle, Niskayuna, No. Tonawanda, Rochester, Romulus, Skaneateles, Snyder, Utica, N. Y.; Richmond, Va.; So. Charleston, W. Va.; in the South at LaGrange, Ga.; Louisville, Ky.; in the Midwest at Carroll, Chicago, Fancy Prairie, Rockford, Streator, Yorktown, Illinois; Hobart, Ind.; Mt. Pleasant, Iowa; Benton Harbor, Dearborn, So. Haven, Wells, Mich.; Lakefield, New Prague, Watertown, Minn.; Lincoln, Nebraska; Minot, No. Dakota; Columbus, London, Ohio; Cudahy, Wisc.; in the West at San Bruno, Calif.; Missoula, Mont.; Forest Grove, Ore. Complete list of schools and architects on request.

**REMODELED HEUVELTON CENTRAL SCHOOL** demonstrates how modern space saving equipment increases usefulness of classroom floor and wall space. Architect: John C. Ehrlich.



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## Catholic Education News

(Concluded from page 36A)

which he conducted board affairs during his term as president.

The amicable working relationship between the public and the Catholic school systems has been praised publicly by members of the school board.

Mr. Mooney, an alumnus of the University of Notre Dame and the law school of Western Reserve University, is the son of the late Charles Mooney, who served as a member of the U. S. House of Representatives for 20 years. Mr. Mooney's children attend Catholic schools.

On the Cleveland school board are two Catholics, one Jew, and four Protestants, one of whom is a Negro.

### COMING CONVENTIONS

**May 7-8.** Wisconsin Association for Vocational & Adult Education, Wausau Hotel, Wausau. Secretary: G. D. Rejahl, 211 N. Carroll, Madison. Exhibits: Mr. Rejahl.

**May 12-14.** Catholic Press Association, Palmer House, Chicago. Secretary: V. Rev. John Randall, 35 Scio St., Rochester 4, N. Y. No exhibits.

**May 16-19.** National Catholic Music Educators Assn., Pfister Hotel, Milwaukee. Secretary: Sister Mary Herbert, O.S.F., 1785 Massachusetts Ave., N.W., Washington 6, D. C. Exhibits: Benjamin V. Grasso, Association of Music Publishers, 25 W. 45th St., New York 19, N. Y.

**May 19-20.** Louisville, Ky., League of Catholic P.T.A., Seelbach Hotel, Louisville. Secretary: Mrs. James L. Peak, 1021 Wagner, Louisville.

**May 24-26.** National Congress of Parents and Teachers, Ambassador Hotel, Atlantic City, N. J. Secretary: Mrs. Russell C. Bickel, 600 S. Michigan Ave., Chicago 5, Ill. Exhibits (private).

**May 31-June 5.** Wyoming Vocational Agriculture Teachers Association, Laramie University, Laramie. Secretary: Rex Tolman, Burlington, Wyo. Exhibits: Percy Kirk, State Supervisor Agricultural Education, Capitol Bldg., Cheyenne.

**June 10-11.** Georgia Vocational Association, Biltmore Hotel, Atlanta. Secretary: Miss Nancy White, Macon Vocational School, Macon. Exhibits: R. E. Hagen, Smith Hughes School, Atlanta.

**June 15-18.** Ohio Vocational Agriculture Association, Ohio State University, Columbus, Ohio. Secretary: Jack Nowels, R.D. No. 1, Loudonville, Ohio. Exhibits: Raymond O. Deacon, West Jefferson, Ohio.

**June 15-18.** Pennsylvania Vocational Association, Eagles Mere, Pa. Secretary: Dr. Richard Hartmann, 3810 Walnut St., Philadelphia. Exhibits: Henry S. Brunner, Penn State College, State College, Pa.

**June 20-26.** American Library Association, Minneapolis. Secretary: David H. Clift, 50 E. Huron St., Chicago. Exhibits.

**June 21-25.** Colorado Vocational Association, Colorado A. & M., Fort Collins. Secretary: William E. Ratekin, 310 National Bank Bldg., Grand Junction, Colo. Exhibits.

**June 27-July 2.** National Education Association, Madison Square Garden, New York City. Secretary: Dr. William G. Carr, 1201-16th St., N.W., Washington 6, D. C. Exhibits: R. E. Carpenter, 1201-16th St., N.W., Washington 6, D. C.

**June 28.** Department of Home Economics (NEA), New York City. Secretary: Mrs. Litta L. O'Neil, 1002 Madison St., Streator, Ill.

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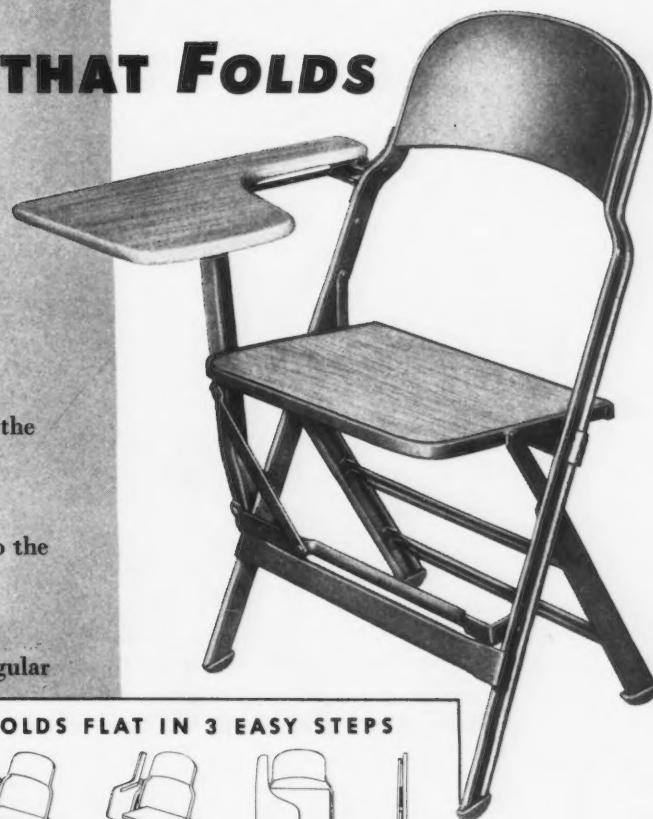
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## New Books of Value to Teachers

### Adventures in English Literature

Cardinal Newman Edition. By Sister Marie Theresa, Brother Basilian Richard, Sister Anna Mercedes, and Rev. Leo F. Halpin. Cloth, 782 pp., \$3 (\$4 list). Harcourt, Brace & Co., New York 17, N. Y.

For the twelfth-grade literature courses in Catholic high schools, the volume contains an introductory unit of selections by both American and British authors revealing similarities and differences in American and English thought and writing. Of particular interest in this unit is Bruce Marshall's pertinent observation on American Catholicity.

The remainder of the book is organized chronologically, with the modern section organized by types of literature. The "19th Century" and "Modern Age" sections give faithful representative selections. Particularly noteworthy in the modern section are Graham Greene's *Hint of an Explanation*, Bryan MacMahon's *The Holy Kiss*, Sean O'Faolain's *The Trout*, Yeats's and Hopkins' poetry, the substantial section of Evelyn Waugh's *Edmund Campion*, Winston Churchill's speeches, and *The Barretts of Wimpole Street*.

Reading skill aids and a vocabulary-building program are included.

### Adventures in Appreciation

Cardinal Newman Edition. By Sister Marie Theresa, Brother Basilian Richard, Sister Anna Mercedes, and Rev. Leo F. Halpin. Cloth, 718 pp., \$2.79 (\$3.72 list). Harcourt, Brace & Co., New York 17, N. Y.

For the tenth-grade literature course, this volume contains stories, poetry, nonfiction, and plays of high literary stature, with "built-in" reading and vocabulary aids.

Of particular interest in this text are stories such as *The Quiet Man*, by Maurice Walsh, *The Insoluble Problem*, a Father Brown story by G. K. Chesterton, *Lead Her Like a Pigeon*, by Jessamyn West, *Barring the Weight*, by W. B. Ready, *Comedy on the Plains*, by Paul Horgan, and *Another Solution*, by Gilbert Highet. Poetry exemplifies traditional and modern poets such as John Donne, *Idylls of the King*, Longfellow, Byron, and Poe as well as Alfred Noyes, Sister M. Theresa, Francis Cardinal Spellman, Charles Brady, Hilaire Belloc, Robert Frost, and many others. Nonfiction selections cover a variety of subjects including a long section of *Kon-Tiki*, and essays and sketches by Father John A. O'Brien, Coville Newcomb, James Thurber, among others. The plays included are *Julius Caesar*, Josephina Niggli's farce comedy *Sunday Costs Five Pesos*, and Barrie's serious play *The Will*.

Prereading hints on comprehension and appreciation, marked "for good reading" in the introductions, are followed up by skills exercises in the study helps.

### Adventures in American Literature

Cardinal Newman Edition. By Sister Marie Theresa, Brother Basilian Richard, Sister Anna Mercedes, and Rev. Leo F. Halpin. Cloth, 784 pp., (\$4 list). Harcourt, Brace & Co., New York 17, N. Y.

For the eleventh-grade literature course, this volume contains modern American literature di-

(Continued on page 42A)

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## New Books

(Continued from page 41A)

vided into two sections: the first part of the book is devoted to modern literature arranged by types, and the second part is organized chronologically.

Of the first part the following selections are noteworthy: J. F. Powers' *The Old Bird, a Love Story*, and John Fante's *The Scoundrel*, among the short stories. Modern nonfiction includes a long section of *Seven Storey Mountain*, Bishop Sheen's *Equity and Equality*, and a section on Charles Phillips from Richard Sullivan's *Notre Dame*. T. S. Eliot's *The Hollow Men* is found in the poetry division, along with poems by Robert Frost, Sister Madeleva, Thomas Merton, Robert Lowell, Sister Jeremy and Jessica Powers, to mention just a few. The full length version of *Our Town*, by Thornton Wilder, is featured in the drama section.

Part Two includes the traditional selections from American literature. A Catholic interpretation is given in the introductions, the footnotes, and the other study aids for philosophical writers such as Emerson and Thoreau.

Reading skills aids and a vocabulary-building program are included.

### Adventures in Reading

Cardinal Newman Edition. By Sister Marie Theresa, Brother Basilian Richard, Sister Anna Mercedes, and Rev. Leo F. Halpin. Cloth, 686 pp., \$2.70 (\$3.60 list). Harcourt, Brace & Co., New York 17, N. Y.

For the ninth-grade literature course, this

volume tends to introduce the student to good literature through the careful selection of a variety of stimulating subjects in 19 short stories, 53 poems, 22 nonfiction essays, 4 plays, and Dickens' novel *Great Expectations*.

Short stories include such outstanding ones as Richard Sullivan's *Weep No More*, Michael McLaverty's *The Return*, and James Thurber's *The Night the Ghost Got In*. A 16-page selection from *The Odyssey* is found in the poetry section. Nonfiction selections have widely divergent interests suited to the ninth grade from Father Bruckberger's *One Sky to Share* (a long portion of this) to an essay by Lucile Hasley. Of the plays, one is a full-length television adaptation of Robert Louis Stevenson's *The Sire de Maléroit's Door*; another is a one-act play, *The Valiant*.

A developmental reading skills program is included.

### Visual Aids for the Public Service

By Rachel M. Goetz and C. Peltz. Heavy paper, 90 pp., \$3.25. Public Administration Service, 1313 East 60th St., Chicago, Ill.

A valuable manual showing ever so clearly the exact use and potentialities of every aspect of visual aids, from the simplest lettered poster to filmstrips and movies. The manual opens with a definition of terms most used in the visual aids field, together with a "meaty" chapter on what visual aids should do, and what audio-visual aids should do. Then comes an encouraging chapter on posters, discussing common sense, titles, lettering, good composition, clarity, and simplicity. The next chapter discusses effective displays, including display boards, easels, mounting printed material, flip charts, the peg board, and felt

board, followed by another comprehensive chapter on graphics.

"The Rich Field of Films" shows what films can and cannot do. It affirms that "it pays to borrow from business," it explains how to purchase or rent the screen and projector, where to get a projectionist, what the costs of home production are. And the final chapter deals with projectors and equipment such as filmstrips, still projectors, opaque and overhead projectors.

The best indication of the author's knowledge of this subject will be seen by viewing the manual itself. Sentences are short, pointed, full of information. The manual make-up is a visual aid in itself, with the eye attracted to the very pertinent drawings in color, and the key phrases set in boldface type. The busy classroom Sister will find the manual valuable, indeed.

### Come, Holy Ghost

By Francis Xavier Ford, M.M. Cloth, 113 pp., \$1.50. McMullen Books, New York 7, N. Y.

"Many of us find it difficult to think about the Holy Ghost, yet we could not think about a more absorbing subject," wrote Bishop Ford. This small volume is a study of how the Holy Spirit serves each man's soul and recreates the earth as the Kingdom of God. The deeply moving conferences reveal the secret of the Bishop's memorable labors for Christ in China.

### The Holy Foot

By Robert Romanis. Cloth, 224 pp., \$3. E. P. Dutton & Co., New York, N. Y.

This novel claims to be warm, charming, and delightful by the book jacket, but it actually

(Continued on page 44A)

**Automatic  
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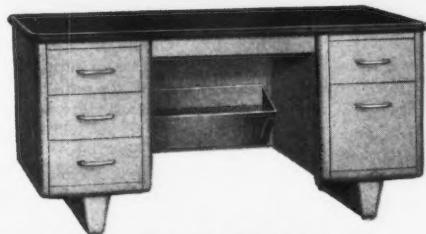
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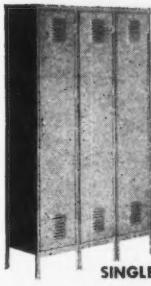
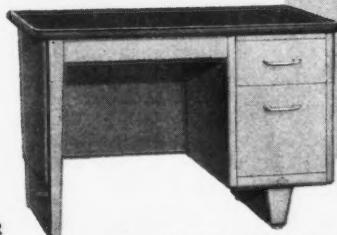


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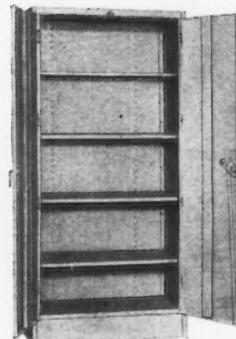
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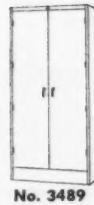
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*Aurora,  
Illinois*

## New Books

(Continued from page 42A)

falls with the lot of other ignorant-but-religious-peasant-type novels that fail to charm and delight for reasons not easily found.

The "Holy Foot" mentioned is a relic of St. Stephen, supposedly lost many centuries before, and rediscovered by an old gardener. The "Foot" is immediately acclaimed a true relic because of the coincidental cure of a young man suffering from melancholia. The only "unbeliever" in the town is a young friar who holds that the "Foot" is one broken off a pagan statue. Many funny situations could arise from this, through the course of the story, but the main promise of

humor—the mercenary appeal of constructing a shrine—falls short because a previous chapter has prepared the reader with just such a proposal for betterment of the village's economics. The light touches somehow seem misplaced.

The more serious tenure of the book is better applied because the story theme is interesting enough. However, in the climaxing scene a serious misconception of who is "in sin" and who is not, lessens the impact of the closing of the novel. In view of what the book could have been, it is quite disappointing.

### The Years Between

Adapted by Frances T. Humphreville. Cloth, 350 pp., \$2. Scott, Foresman & Co., Chicago, Ill.

"Twelve stories for teen agers to enjoy and grow on" is the way the publishers describe this

book, a new collection of short stories adapted for easy reading and planned for school use. Here are modern tales that should get teen agers chuckling, reminiscing, and thinking as the plots reveal experiences and problems typical of adolescence. Evidently the prerequisites for this collection were that they be well-written stories primarily, and vivid and profitable experiences secondly. Nary a moral is bared awkwardly.

The collection will be suitable for short-story units in the English class or supplementary reading, as well as for guidance purposes. Vocabulary, concepts, and sentence structure are simplified for the slow or reluctant reader while the story content is in no way affected.

The book's make-up is uncrowded and attractive; the illustrations are real eye catchers.

### Our Lady's Litany

By Rev. A. Biskupek, S.V.D. Cloth, 168 pp., \$2.75. The Bruce Publishing Company, Milwaukee, Wis.

Here are reflections in sequence on the 49 titles addressed to Mary in her Litany. The Litany of Loreto, composed in the Middle Ages, is the one litany of the Blessed Virgin approved by the Church for public as well as private use. Its familiar salutations take on new and vibrant meaning with the meditations provided in this book.

Under the author's skillful interpretation, the various titles of our Lady set before us a vivid picture of Mary's exalted privileges, her complete holiness, her amiability and motherly spirit, her queenly power and majesty, and other attributes so beautifully stated in the Litany.

### The Heart of the World

By Dom Aelred Watkin, O.S.B. Cloth, 108 pp., \$2.50. P. J. Kenedy & Sons, New York, N. Y.

The purpose of this small book is to build up peace and serenity in the hearts of men and women through devotion to the Sacred Heart of Jesus. This devotion to the Sacred Heart is not the observance of a few pious practices, but a profound dedication to the mystery of the Sacred Heart—the Person of "Christ redeeming the world in and through each of us."

In a series of rather simply phrased reflections, the book explores the whole doctrines of the divine love of the Blessed Trinity, and of the Heart of Christ. Co-operation with this love leads to growth in every aspect of life for and in eternity. Since the coming of Christ, the law—the new commandment—is the law of the heart and of love.

### The Jealous Child

By Edward Podolsky, M.D. Cloth, 159 pp., \$3.75. Philosophical Library, New York 16, N. Y.

The author, a prominent psychiatrist, discusses the various physical and psychical causes for jealousy in children and gives his advice in dealing with the situation.

### Occupational Planning and College

A booklet issued by the U. S. Dept. of Labor, Bureau of Statistics & U. S. Dept. of Health, Education & Welfare. For sale for 10 cents by Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

Suggestions in outline form for college men. The following books are suggested as sources of information: *The Occupational Outlook Handbook*, Bulletin No. 998, Bureau of Labor Statistics, \$3; *The Dictionary of Occupational Titles*,

(Continued on page 46A)



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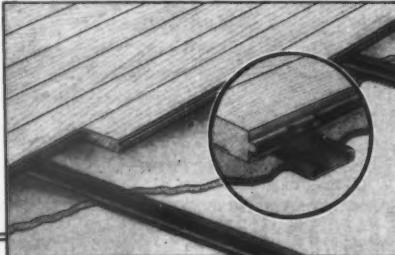
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## New Books

(Continued from page 44A)

Vol. 1, Bureau of Employment Security, \$4; *Students and the Armed Forces*, Dept. of Defense, 45 cents.

### Our Faith in Pharmacy

By the Druggists' Guild of St. James, Diocese of Covington, Ky., 119 West Sixth St., Covington, Ky.

This booklet, published with the Imprimatur of Bishop Mulloy, who also has written a foreword for the publication, gives the history of the Guild, organized in 1950. It also presents the constitution of the Guild and clear statements of the moral principles which forbid anyone to cooperate in the sin of others by selling contraceptive materials or indecent literature. The booklet urges the organization of the Guild on a national scale.

### American Educational Catalog

The publishers announce that the 1954 edition of the *American Educational Catalog* is now on the press. It may be obtained at a price of \$1 from R. R. Bowker Company, 62 West 45th St., New York 36, N. Y.

This annual catalog of educational materials, now in its 83rd year, is the result of co-operation of publishers. The new edition lists more than 12,000 textbooks and other teaching materials listed by subject, grade, and author. Virtually all elementary and secondary schoolbooks are listed together with maps, library books, etc. This year

it includes, for the first time, an Audio Education department listing records available for classroom instruction.

### Dressing the Play

By Norah Lambourne. Cloth, 96 pp., \$4.50. Studio Publications, New York 16, N. Y.

This book is addressed to directors of school and college plays confronted with the problems of costuming historic and period plays. The author who has had long experience in the theater, provides general principles of designing and constructing dresses and men's costumes and gives just enough hints so that the average teacher can proceed to do a job that will make the costumes correct and harmonious in color, general shape, fabrics, and details of ornament. The illustrations are pertinent and complete.

### A Handbook of Logic

By Roland Houde and Jerome J. Fischer. Cloth, 156 pp., \$2.65. Wm. C. Brown Co., Dubuque, Iowa.

The text and the workbook represent an attempt to provide the student in the one-semester introductory course in logic with:

1. A handbook of the fundamentals of the science of logic, brief and succinct enough to be practical and yet substantial enough to provide him with a solid foundation of the traditional from which to approach the "mysteries" of modern developments in the field.

2. A working knowledge of the science out of which there may be built the personal equipment with which the student may be able to solve for himself the problems posed by the impact of the new on the old in the field of logic.

3. Sufficient problem materials to enable the student to learn the use of logic so that in reconciling in his own mind the new and the old, the modern and the traditional, he may do this logically.

### La Conquistadora

By Fray Angelico Chavez. Cloth, 134 pp., \$2. St. Anthony Guild Press, Paterson, N. J.

A long-time student of New Mexico church history has told the romantic story of the widely revered ancient statue of our Lady—La Conquistadora—Our Lady of the Conquest. How this small statue, carved originally as "Our lady of the Assumption," was brought some 325 years ago to Mexico City, and from there to Santa Fe in New Mexico where it successively was changed to Our Lady of the Immaculate Conception and finally Our Lady of the Rosary, is told in detail. Famous colonial personages and poor Franciscan missionaries were responsible for the travels and the travails of the statue, which is more than ever revered and beautifully costumed by the faithful of Santa Fe.

### Books for Junior Colleges

Compiled by Frank J. Bertalan. Cloth, 321 pp., \$7.50. American Library Association, Chicago 11, Ill.

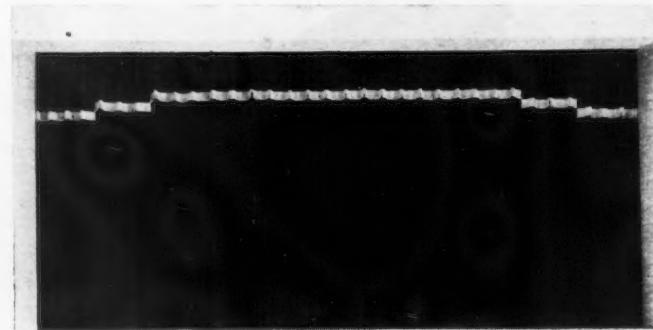
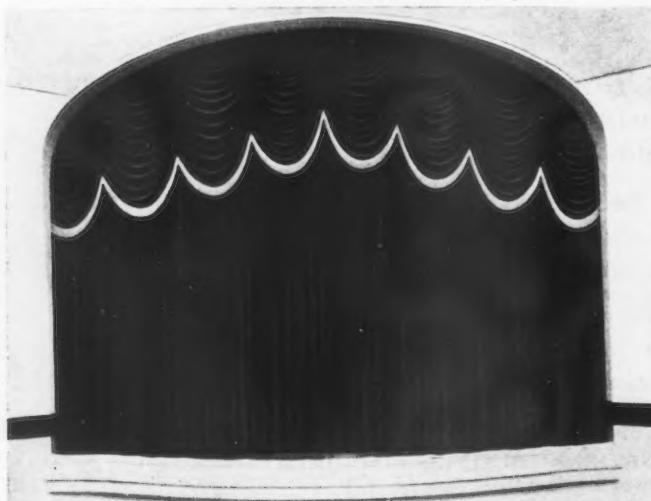
This list, developed co-operatively by junior college librarians, embraces 4000 books, period-

(Concluded on page 49A)

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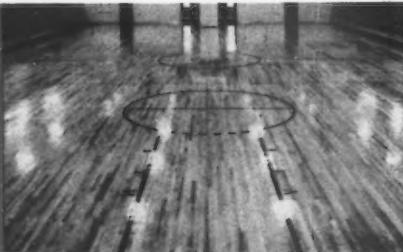
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## New Books

(Concluded from page 46A)

icals, films, and filmstrips. Librarians in Catholic colleges will find it useful if they add to the lists here presented their own judgment about the entries and supplement the same with a list of books particularly necessary in Catholic institutions.

### The Organization of Behavior:

#### A Neuropsychological Theory

By D. O. Hebb. Cloth, xix + 335 pp., \$4. John Wiley and Sons, Inc., New York, N. Y., 1949.

Dr. Hebb, professor of psychology at McGill University, attempts to explain behavior in keeping with the physiology of the central nervous system. He also attempts to reach common ground between neurology and psychology. This interesting but very advanced book presupposes a knowledge of physiological psychology, such as that presented by Morgan.—Richard S. Fitzpatrick.

### Textbook of Physiology

By William D. Zoethout and W. W. Tuttle. Eleventh Edition. Cloth, 692 pp., \$8. The C. V. Mosby Company, St. Louis 3, Mo., 1952.

This eleventh edition includes recasting of material and the introduction of some of the newer concepts. The authors note that they have included material on functions of the frontal cerebral areas in relation to psychosomatic reaction.

This 31 chapter book includes 302 text illustra-

tions and 5 color plates. It includes a very usable 18-page glossary and an excellent and fairly comprehensive 4-page bibliography classified according to chapter headings. The book is well indexed.

Dr. Zoethout is professor emeritus of physiology in the Chicago College of Dental Surgery of Loyola University and Dr. Tuttle is professor of physiology at the college of medicine in the State University of Iowa.

This is a well-done textbook and has been kept within practical limits, which makes it more useful for the teacher who wants to use it as general background or for additional data in classes.—Richard S. Fitzpatrick.

### American Life: Dream and Reality

By W. Lloyd Warner. Cloth, xv + 268 pp., \$3.75. University of Chicago Press, 1953.

This book is a more or less popular explanation of Dr. Warner's many studies of American life using the techniques of social anthropology. Detailed knowledge of the social sciences is not required for the reader, yet the book presents an over-all summary of this important work by a group at the University of Chicago, headed by Dr. Warner, for the specialist.

It is an attempt to explain many social phenomena in American life in terms of modern social psychology. Throughout, Dr. Warner takes note of the dreams of tomorrow which must be considered in studying modern society with modern objective techniques.

One of the important aspects covered in the book is the role of social class. Other subjects which are the focus of individual discussions are social mobility and social change. The roles of groups and associations are also covered. There is an interesting 25-page analysis of mass media.

For persons who become interested in the subject, he includes an 18-page reader's guide. There is also an annotated bibliography on certain other subjects covered in the book.—Richard S. Fitzpatrick.

### A Doctor at Calvary

By Pierre Barbet, M.D. Cloth, \$3. P. J. Kennedy & Sons, New York, N. Y.

The purpose of this book is to discover from available historical facts the immediate cause of the death of our Lord on the cross. Medically, the book is sound and as such is important. The busy medical man will find some of the theological passages difficult to follow and may become annoyed at the necessity of reading about so many matters which are not relevant to his main interests. The lay reader will be edified to learn that the preliminary sufferings of our Lord were, from the medical standpoint, as terrible and exhausting as the brief biblical account implies—that our Lord truly suffered and died for us. The translation is well done.—J. J. G., M.D.

### FILM ON THE POPE

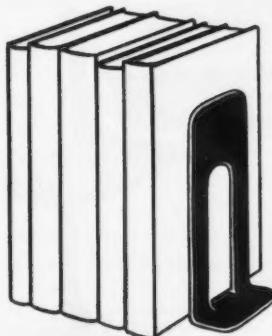
*The Story of Pope Pius XII*, a new film distributed by Castle Films, is available for school or home showing in 8 and 16mm. silent and in 16mm. sound.

The film covers the life of His Holiness the Pope from the time he became Papal Secretary to the ceremonies inaugurating the Marian Year.

The film may be obtained from local photography stores or from Castle Films, Inc., 1445 Park Ave., New York, N. Y.

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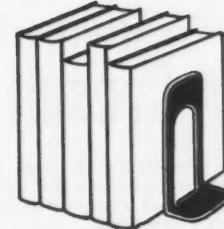


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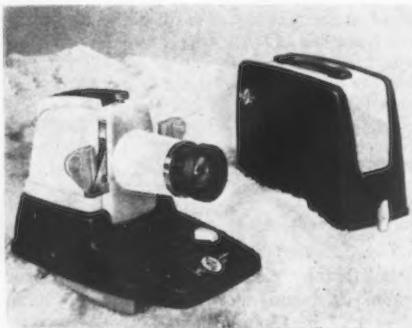


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## NEW SUPPLIES AND EQUIPMENT

### New GoldE "Jet 300" For 35mm. Color Slides

A new slide projector called the "Jet 300" has been introduced by GoldE Manufacturing Co., Chicago. The result of years of dis-



JET 300 PROJECTOR

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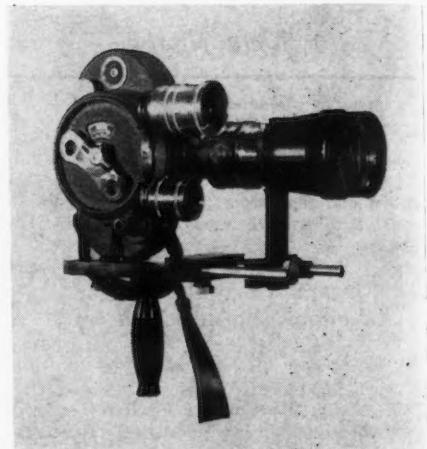
Other features of the new "Jet 300" are: all-over picture brilliance dispelling dark corners; a smooth front glide path tilt, with easy-to-reach, one-finger operation; an automatic focus slide carrier; removable reflector and condensers that assure easy cleaning and bright, sharp pictures; the finest 4-inch lens obtainable, with coated, corrected lens for perfect color projection; high-speed blower that is extra quiet and efficiently cool, with automatic after-cooling. Construction is compact and durable, with a lift-off carrying case for maximum convenience and portability.

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(For Convenience Circle Index Code 052)

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A new wide screen system for 16mm. movies has been developed by Bell & Howell Company, Chicago, for educational, industrial, and amateur films. Called "FilmoRama," the new system is patterned after 20th Century-Fox's 35mm. CinemaScope. A single anamorphic or "squeeze" lens attachment is used for both shooting and projecting the movies.



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The projected picture is of normal brilliance and fills a curved screen 2.68 times as wide as it is high. This expanse covers more nearly the normal field of vision of the human eye. The peripheral, or side, as well as the straight ahead vision of the viewer is brought into play and a strong sense of depth and participation in the scene is created without the use of special glasses.

The FilmoRama lens attachment can be used on all existing 16mm. motion picture cameras. A universal bracket (shown in the picture) to attach the lens to the camera and

(Continued on page 52A)



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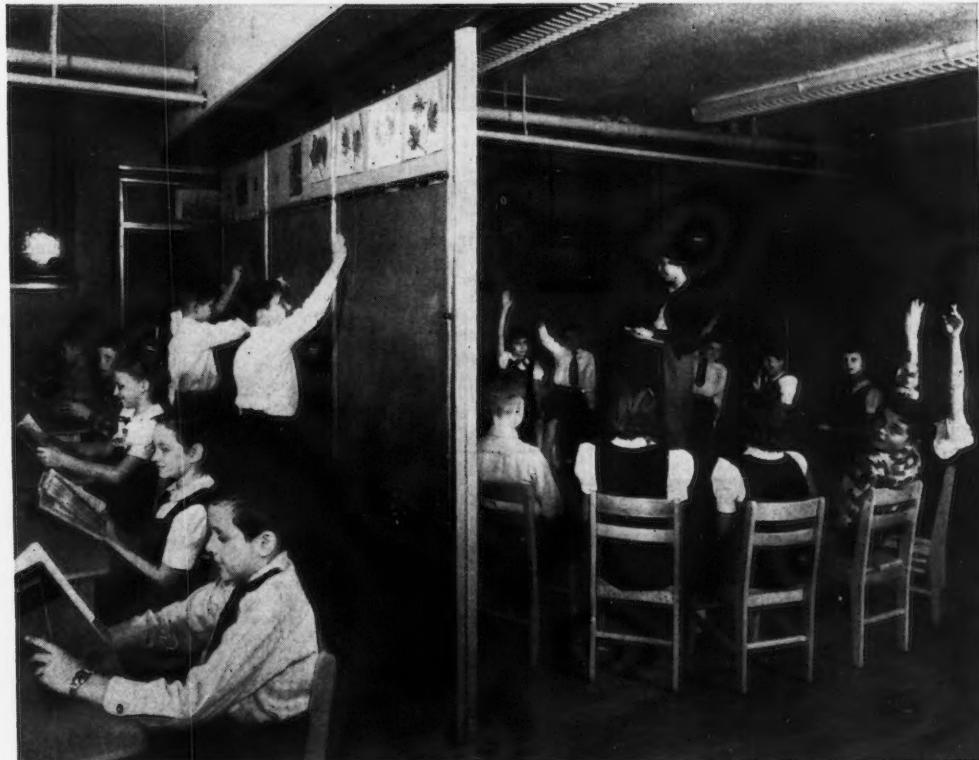
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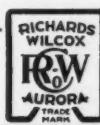
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1954

## Richards-Wilcox Mfg. Co.

"A HANGER FOR ANY DOOR THAT SLIDES"

Branches in Principal Cities

535 W. THIRD STREET, AURORA, ILLINOIS

SLIDING DOOR-HANGERS & TRACK • FIRE  
DOORS & FIXTURES • GARAGE DOORS & EQUIP-  
MENT • INDUSTRIAL CONVEYORS & CRANES  
• SCHOOL WARDROBES & PARTITIONS •

## New Supplies

(Continued from page 50A)

a special viewfinder for shooting wide screen movies with the 70 camera will be available from the company's dealers. For projection there is a special bracket to fit the same lens to the FilmoSound projector.

For further information write: *Bell & Howell Company, Section C.S.J., 7100 McCormick Rd., Chicago 45, Ill.*

(For Convenience Circle Index Code 053)

### Webster Announces New Ekotape Recorder

The Sound Sales Division of the Webster Electric Company, Racine, Wis., announces the addition of a new model to their line of Ekotape recorders. Known as the Model 207, this new recorder is designed to operate in conjunction with automatic slide or strip film projectors. The unit provides up to an hour of uninterrupted continuity, automatically synchronized with the slides by a control signal placed on one half of a twin-track tape as the continuity is recorded on the other half.

The Model 207 plays at either of two speeds,  $3\frac{3}{4}$  inches or  $7\frac{1}{2}$  inches per second. A single switch selects the speed and adjusts the amplifier for peak performance at that speed.

This new recorder offers many advantages



MODEL 207

over other methods of audio-visual presentations: it completely eliminates the need for distracting signals, and for the thumb-switch slide selector; it is simple to operate and is completely self-contained in a sturdy case; it eliminates the unchangeable "canned" presentation since tapes can be erased and re-recorded, or cut and spliced, to correspond to changes in slides or slide sequence; it is unusually easy and convenient to service because of the minimum number of moving parts and easy accessibility; and the recorder

also makes an excellent low power public-address system using either the recorder speaker or connecting to an external speaker.

The Model 207 Ekotape also features straight-line tape threading, pilot light, and either manual or foot control for instantaneous starting and stopping during the recording and playback. All controls are grouped in an easily accessible area at the back of the top panel.

A convenient pocket in the cover of the Ekotape case provides storage for microphone and cord, power supply cord, two seven-inch reels of tape and other small accessories.

For further information write: *Webster Electric Company, Section C.S.J., 1900 Clark St., Racine, Wis.*

(For Convenience Circle Index Code 054)

### New Device for Tape Recorders

New uses for recording tape, particularly for educational and professional purposes are expected to grow out of the development of colored recording tapes by Audio Devices, Inc., New York, leading manufacturer of recording disks and tapes.

Audio plastic recording tape is now available in green and blue as well as the standard clear plastic base. Plastic reels in a choice of five colors can also be supplied.

Much quicker selection and playback of specific sections of recordings are two main

(Continued on page 54A)

*Check these "SAFE-TEE" features*

**Ionia "SAFE-TEE"  
FOLDING CHAIRS**

This Ionia Model 40 is a low-cost, all-steel, indestructible folding chair with a new safety design.

Again Available!  
Our Model 45—luxury chrome finish, leather upholstered spring-filled seat and back. For top-flight executive use.

Choice of colors. Write today for folder and prices.

IONIA MFG. CO. • IONIA, MICH.

*See the NEW*

**TRACY  
FOLDING  
TABLE**

### FIRST and ONLY folding table with ALL-STEEL unit-structure design!

Tracy's light-weight, welded steel frame combines the apron and edge in one unit. Unique Tracy design also features a lengthwise, hinged, brace-beam that supports the top and simultaneously locks both tubular steel pedestals. Single latch release permits easy one-man folding. Folds flush for compact storage.

Choice of tops . . . brown tempered masonite Preswood or beautiful Formica, stocked in three colors. (Other colors on special order)  
Choice of three decorator colors for frame and X-type pedestals.

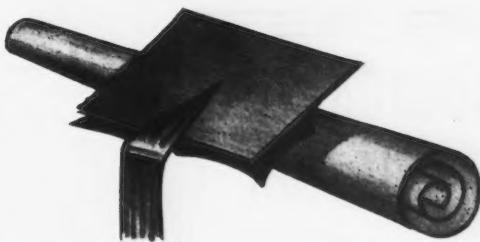
**SPECIFICATIONS:** 6 or 8 foot lengths; 30 inch width; 29 inch height for adults or 24 inch height for children.

**Write TODAY for our illustrated brochure!**

**\* The TRACY Co.**

400 N. Washington Ave. • Cedarburg 3, Wisconsin

Keep them **SAFE**  
for that Great Day

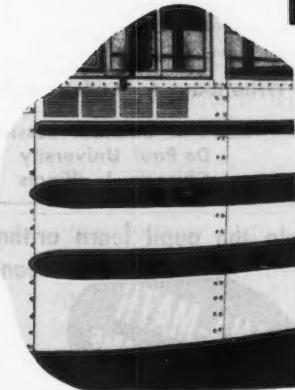


**Graduate to the BEST**

**Oneida**

**SAFETY SCHOOL BUS BODIES**

**New WIDER, MASSIVE  
RUB RAILS**



The new, flanged, heavy Rub Rails do more than add good looks to Oneida Safety School Bus Body — they add a double measure of protection in today's heavy traffic.

Graduation from College . . . what a proud day for a young man or woman, for their parents, and yes, for the patient teachers who give so much of themselves that others may learn and know the good things in life.

Every school day from the very beginning is important too, and must be provided for; adequate schools, teachers, and yes, the very best in student transportation.

All over America, in countless communities, Oneida Safety School Bus Bodies are safely transporting boys and girls to school and home again in greater safety and comfort.

The new 1954 Oneida Safety School Bus Body encompasses many new features: the famous "Cradle of Steel" frame, larger side windows with a full nine inch opening, a full six feet of headroom, bigger specially-designed rounded bumpers, and new extra-safe rub rails are only a few of the multiple details of America's safest school bus body.

It will pay you to investigate the performance record of Oneida Safety School Bus Bodies for the low cost of operation, maximum comfort and safety.



**WRITE  
TODAY!**

For the fully illustrated brochure that tells you all about the '54 Oneida Safety School Bus Body. It will help **YOU** to make your choice before investing in your new school bus.

SCHOOL BUS SALES DIVISION  
**ONEIDA PRODUCTS CORPORATION**  
CANASTOTA, NEW YORK

# KINDERGARTEN GRADUATION

## CAPS & GOWNS



Plan Now for a Regular

### KINDERGARTEN GRADUATION

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- ✓ REGULAR ACADEMIC STYLE
- ✓ BLACK, WHITE, AND ALL COLORS
- ✓ REASONABLY PRICED FOR SALE
- ✓ SAMPLES AND PRICES ON REQUEST

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#### WRITE TODAY!

For FREE Catalog and Complete Information and Prices on Our Large Group of School Play Costumes.

# GRAUBARD'S

266 MULBERRY STREET  
NEWARK 2, NEW JERSEY

## New Supplies

(Continued from page 52A)

advantages of using color tapes. In teaching languages, a length of colored tape can be spliced in following the instructor's section, enabling students to record their own version of the lesson and play it back for comparison. With the use of color splices the student can erase his effort and start over without danger of erasing the instructor's lesson.

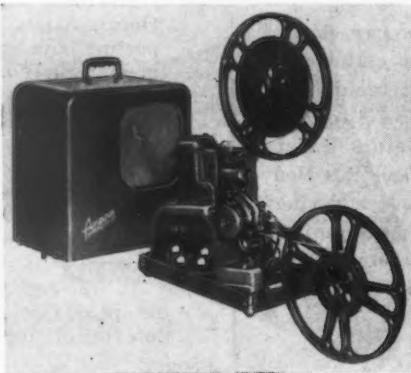
Audio tape with splices of contrasting color could be used in a variety of ways in music or speech problem classes.

For further information write: *Audio Devices, Inc., Section C.S.J., 444 Madison Ave., New York 17, N. Y.*

(For Convenience Circle Index Code 055)

### "Super Stylist" New In Ampro Line

Ampro Corporation, Chicago, recently unveiled the latest model in its line of 16mm. "Stylist" motion picture projectors: the single-case, lightweight "Super Stylist," designed to meet the widening requirements of school, church, and business audio-visual programs.



SUPER STYLIST

With new features providing "true theater presence," the projector offers flexible sound volume sufficient in range for use in both classroom and auditorium. Advanced sound performance is accomplished by a 10-watt amplifier driving a 10-inch speaker which is built into the projector case-cover. The case-cover itself forms an enlarged "base reflex" type baffling chamber, assuring deep tone quality. Weighing only 22 pounds, the projector is easily lifted, moved, and set up.

An added feature is a small threading lamp which provides light to thread the film in a dark room. Internally interlocked with the projector, the lamp automatically turns on when the motor is shut off and goes out when the motor is started.

Easy operation is assured by conveniently located single panel controls of ivory knobs on a dark maroon panel, making them visible in dim light. Quick set-up of the machine is facilitated by permanently attached reel arms which pivot directly in projecting position

(Continued on page 57A)

**De Paul**  
UNIVERSITY

## SUMMER SESSIONS

### Graduate and Undergraduate Courses

#### LIBERAL ARTS AND SCIENCES

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MUSIC

•  
COMMERCE

•  
PHYSICAL EDUCATION

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LAW

#### Day and Evening Summer Sessions

A carefully selected and extensive curriculum for teachers. Combine profitable study with Chicago's many advantages.

► Write today for bulletin and dates ▲

Dean of Summer Sessions  
De Paul University  
Chicago 1, Illinois

Help the pupil learn arithmetic meaningfully



SIZE 20" x 32"

#### Grade 1 to 4 Requirement

Pana-math is a versatile classroom counting frame for incidental learning of the important concepts of arithmetic. The ancient abacus is now adapted as a modern aid to visualize numbers, groups and relationships by actual arrangement of beads. Sturdily constructed of 13/16" hardwood the frame has 10 removable push-spring rods each with 10 colorful beads. Specify Pana-math for all new or replacement counting frame equipment. (Pat. Pend. . . Reg. App. for)

• Time Teaching Clocks • Folding Easels  
Stoves • Sinks • Refrigerators  
Ironing Boards • Educational Toys  
Jig-saw Puzzles • Peg Boards  
Drawing Boards • Playhouse Screens  
Beads

DEPARTMENT CJ

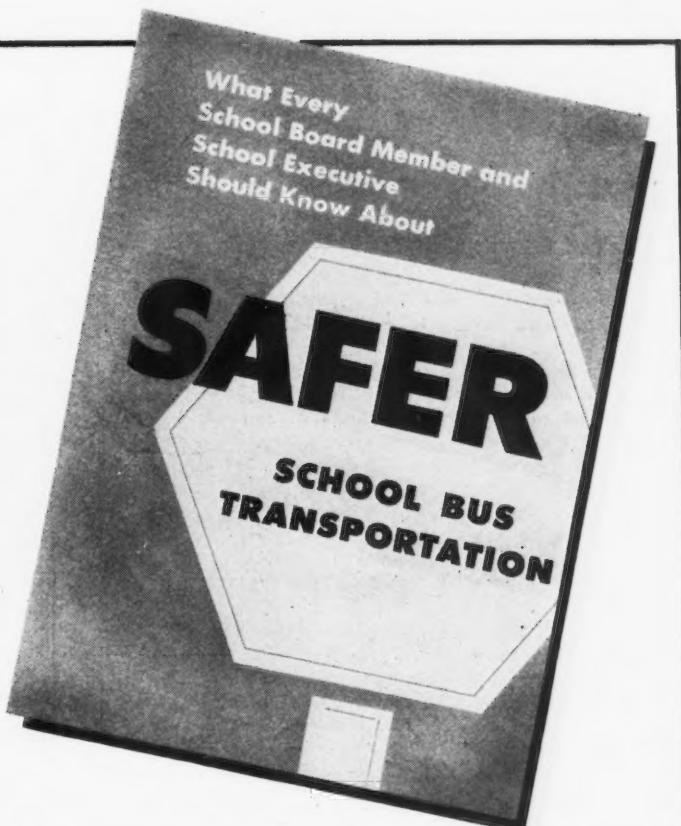
Send for "Manual for Teaching with Counting Frame" by Dr. Irving Allen Dodes.

**DAINTEE TOYS, INC.**  
230 STEUBEN STREET, BROOKLYN 5, N. Y.

**SCHOOL EXECUTIVES AND BOARD MEMBERS:**

*may we mail you this  
handy, helpful booklet?*

Many officials sharing the responsibilities of purchasing school equipment are faced with the dilemma of being experts in scores of fields—from desks to drawing boards from blackboards to buses. If yours is this same case, this booklet is designed for you . . . to help you form your purchasing decisions in one specialized and vital field—school bus braking. We feel the information contained in its pages will aid you in providing your students with the safety and security they may now be missing.



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**THE BEST AIR BRAKE IS...**

**Bendix-Westinghouse**



**BENDIX-WESTINGHOUSE AUTOMOTIVE AIR BRAKE COMPANY**  
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Bendix-Westinghouse Automotive Air Brake Co., Dept. D,  
901 Cleveland Rd., Elyria, Ohio.

Gentlemen: Please mail me without obligation your free informative booklet concerning safer school bus transportation.

Name \_\_\_\_\_

Title \_\_\_\_\_ Name of School \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_



## "Modernfold" doors turn a "dead" corridor into a "live" classroom

Here's how Yale High School, Yale, Michigan, found a way to turn waste corridor space into usable classroom space—and make every dollar count on a slim building budget. The area shown contains two small classrooms and a dividing corridor during the day when the large "Modernfold" doors are closed. Open, the same area becomes one large classroom—big enough to hold large evening adult education classes. Without this arrangement it would have been impossible to conduct these classes.

"Modernfold" doors...  
give extra years of trouble-free service

"Modernfold" quality engineering puts extra steel in the sturdy frame for longer life . . . puts rows of double hinges at every stress point from top to bottom for smooth, even, trouble-free action . . . uses the finest obtainable vinyl fabric to make a covering that hides the track completely when the wall unfolds . . . that stays clean with soap and water. No other folding door on the market can match these quality "long life" features.

Find out how "Modernfold" can give you extra usable space in your school building—without costly remodeling. Consult your "Modernfold" distributor (listed under "doors" in your city classified directory. Or mail coupon.

NEW CASTLE PRODUCTS, INC.  
NEW CASTLE, INDIANA

In Canada: New Castle Products,  
Ltd., Montreal 6

Sold and Serviced Nationally

NEW CASTLE  
PRODUCTS, INC.

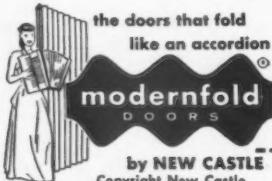
P. O. Box 753, New Castle, Indiana

Please send full details on "Modernfold" doors

Name.....

Address.....

City..... County..... State.....



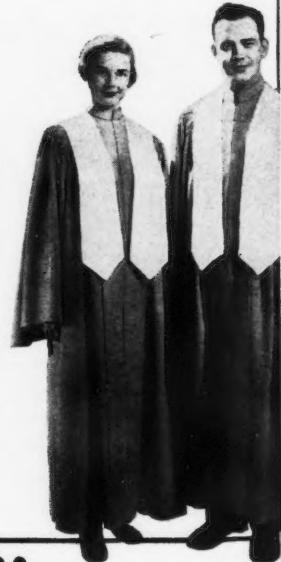
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Copyright New Castle  
Products, Inc., 1954

to heighten your choir's performance . . .

## MOORE CHORAL GOWNS

Every occasion is a choral triumph when your choir appears in the splendor of beautiful Moore Choral Gowns! These graceful, colorful robes add elegance, drama, new interest!

Illustrated here is The Melody, popular choice for some of the nation's outstanding choral groups. Many new designs in rich, appropriate colors and gorgeous fabrics. Write today for complete information, free Choral booklet J2, Fabric and Color Selector. Or write for sample Gowns; no obligation.



## E. R. MOORE CO.

932 Dakin Street, Chicago 13, Ill.  
25-34 Jackson Ave., Long Island City 1, N. Y.  
1908 Beverly Blvd., Los Angeles 57, Calif.

also makers of caps and gowns • girls' gym suits



## Failure at 8! HE COULDN'T SEE

Thousands of school-age boys and girls have impaired vision, yet do not know it. While their sight is good enough for play, these youngsters cannot see well enough to take full advantage of their opportunity for an education. Only visual screening tests started in the kindergarten can detect children needing eye care.

Thousands of schools from coast to coast use the Good-Lite Translucent Eye Chart for routine examinations.

**ACCURATE** — Accepted by the Council of Physical Medicine and Rehabilitation, American Medical Association.

**PERMANENT** — Welded metal cabinet. Printed matter embedded in hard, bakelite plastic. May be washed repeatedly.

**PORTABLE** — Weighs only 4 pounds. Uses standard 8 W. daylight Fluorescent bulb for 110 volt A.C. Can be hung or screwed on wall, or placed on table.

**LOOK AT THESE FEATURES!**  
★ Modern plastic handle for easy carrying  
★ Extra long extension cord  
★ Choice of 2 powers of illumination  
★ 2 masks to eliminate memorization

GOOD-LITE MODEL A CHART  
ONLY \$32.50 COMPLETE



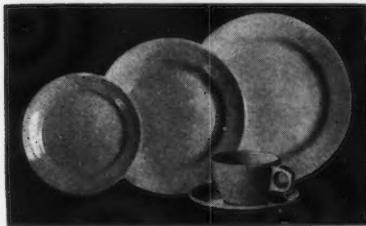
**THE GOOD-LITE COMPANY**

7638 Madison Street

Forest Park, Illinois

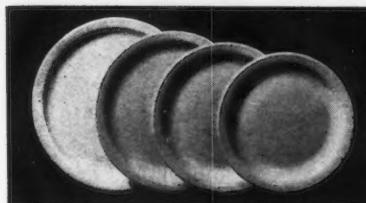
## cut breakage costs to an all-time low!

More than 1000 schools and hospitals all over the country are getting better service at greater savings with this line. How about you?



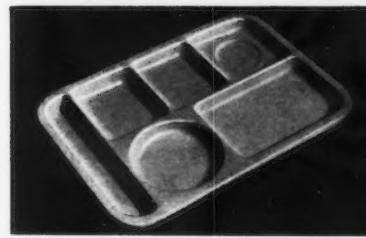
### ARROWHEAD

Heavy duty dinnerware of non-chipping Melamine plastic in beautiful pastel colors. Wide rim design.



### EFFICIENCY WARE

Top quality economy dinnerware. Sturdy, durable Melamine plastic. Light in weight; easy to handle.



### ARROWHEAD CAFETERIA TRAYS

Plate and tray all in one. Easy to wash. Easy to stack. Space-saver, labor-saver, money-saver. Won't break!



### NEW CRYSTALON TUMBLERS

Shatterproof! Safe in automatic dishwashers. Won't chip! 4 sizes: 12-oz.; 10-oz.; 8-oz.; 5-oz.

**WRITE FOR SAMPLE**  
Ask your jobber or send for catalog

**international molded plastics, inc.**  
Dept. DS-554 • Cleveland 9, Ohio

## New Supplies

(Continued from page 54A)

with no belts or screws needed to attach or fasten. Easily cleaned and serviced, the projector's new, heavy duty, governor-controlled motor contains removal brushes for spot maintenance.

For further information write: *Ampro Corporation, Section C.S.J., 2835 N. Western Ave., Chicago, Ill.*

(For Convenience Circle Index Code 056)

### Mobile Projector Unit For Storage and Stand

A combination mobile projection cabinet and stand for all types of projection equipment has been announced by the Jack C. Coffey Co., Wilmette, Ill., manufacturers of organized systems for filmstrips.

The cabinet is designed to provide convenient storage space for projection equipment, films, and filmstrips. When the drawers are not required there is an extra shelf for an additional 1600 cubic inches of storage space.

The interior center shelf is adjustable and removable. The lift-up outside utility shelf



PROJECTION STAND

provides the operator with convenient working space for papers, notes, films, and filmstrip cans. This shelf folds down and springlocks snugly against the side of the cabinet when not in use. The cabinet door opens to the rear of the direction of projection so the operator has easy access to the contents of the cabinet.

For further information write: *Jack C. Coffey Co., Section C.S.J., 1147 Wilmette Ave., Wilmette, Ill.*

(For Convenience Circle Index Code 057)

### Slide Binders Give Color Key

The convenience of keying 2 by 2 slides with color is one of the advantages of the new Perma-Loc Slide Binders, being manu-

(Continued on page 58A)

## for COLORS that w-h-i-s-p-e-r or SHOUT!



### PRANG TEMPERA and PRANG POWDER TEMPERA

When you want soft subtle beauty or desire lavish color attention-getters — make sure you have on hand these popular Tuned Palet range of colors! Perfect for working on paper, cardboard, wallboard, wood, plastic, glass... almost any surface. SO EASY TO USE AND STORE!



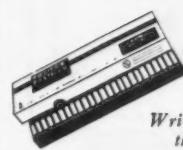
### PRANG CRAYONEX

The "Champion" of all school arts and crafts drawing crayons. Unexcelled for paper, wood or cloth.



### PRANG WATER COLORS

The first and still the finest! Brilliant, easy blending, fully transparent colors for student or professional.



### POSTER PASTELLO

The modern medium for rapid color sketching. Works wonders for free expression and group demonstrations. Insist on Prang Quality — There's Nothing Better!

*Write for colorful circulars on these products. It's Free!*

*Dept. CJ-66*

**THE AMERICAN CRAYON COMPANY**  
**SANDUSKY OHIO NEW YORK**

**DOLCOWAX**  
FOR BEAUTIFUL FLOORS  
Plus IMPROVED SLIP-RESISTANCE

Your school's floors deserve the finest finish — and DOLCOWAX premium quality floor wax provides the soft, lovely sheen which so greatly improves the appearance of classrooms, offices and halls. Its self-polishing luster actually improves under traffic. Long-wearing service makes DOLCOWAX truly economical. May be used on any type of flooring.

NOW, the safety element of SLIP-RESISTANCE has been "built into" DOLCOWAX, to reduce the danger of falls. DOLCOWAX is approved by Underwriters Laboratories as a slip-resistant wax.

Easily applied, DOLCOWAX leaves a hard, durable glossy film of long-lasting beauty — with anti-slip protection!

Write for floor finish literature and see your DOLGE SERVICE MAN.

FOR FREE  
**SANITARY SURVEY**  
OF YOUR SCHOOL  
CONSULT YOUR  
**DOLGE SERVICE MAN**

*Disposable*  
**DOLGE**  
WESTPORT, CONNECTICUT

## New Supplies

(Continued from page 57A)

factured by GoldE Manufacturing Co., Chicago.

The GoldE Snap-It Binders fit all 2 by 2 slide carriers, manual or automatic changers. They have rounded corners to prevent jamming, are locked shut against dust, offer positive in-the-dark identification. Micro-fine, precision fitted glasses are accurately sized. The spring-wall construction eliminates glass breakage. Featherweight aluminum and tough plastic is combined for a permanent binder, yet one which is instantly reusable.

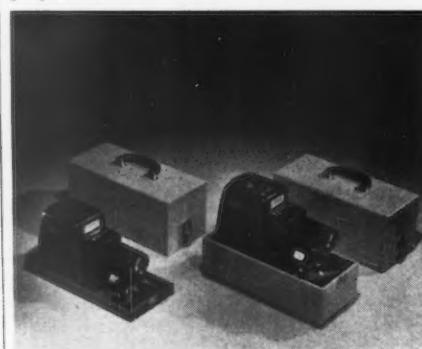
The Snap-It Binders come in five vivid colors for coding: red, yellow, blue, green, and brown or black. A color notch shows when the slide is out of position on the machine.

For further information write: GoldE Manufacturing Co., Section C.S.J., 4888 N. Clark St., Chicago 40, Ill.

(For Convenience Circle Index Code 058)

### Highlux Models Kodaslide Projectors

Two models of the fine Kodaslide Highlux Projectors manufactured by Eastman Kodak Co., Rochester, N. Y., shown here, are moderately priced. The superb optical system built into these models insures a new evenness of projected pictures, a new crispness and wealth of detail, a new extra brilliance in color-slide projection.



KODASLIDE PROJECTORS

The Highlux II (left in the picture) is supplied with f/3.5 Ektanon lens and a 200-watt lamp. The Highlux III has an f/3.5 lens and powerful 300-watt lamp, with a built-in-case blower system.

For further information write: Eastman Kodak Company, Section C.S.J., Rochester 4, N. Y.

(For Convenience Circle Index Code 059)

### Slide and Filmstrip Storage Cabinet

Neumade Products Corp., New York, announces the addition of a model MFS-5 Cabinet specially designed to meet the requirements of schools, churches, or individuals for

(Continued on page 60A)

## SCHOOL AND CHURCH PLAY

# COSTUMES



A complete line of inexpensive but distinctive Costumes especially designed for your School or Church Play. Our Costume Specialists are prepared to Design and Create your Special Character needs.

REASONABLY  
PRICED

### Write Today!

For FREE New Catalog and Complete information and Prices on Our Large Group of School Play Costumes.

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NEWARK 2, NEW JERSEY



## LET *a Demonstration* DECIDE THE SPIRIT DUPLICATOR YOU BUY

See for yourself why everyone can run this new spirit duplicator. Operating instructions are always in sight—with all controls clearly marked.

See for yourself the exclusive A. B. Dick feed that is really automatic, that guards against misfeeding, even with 16-lb. paper.

See for yourself the practical and trouble-free moistening system—and all the other features that mean worth-while savings in supplies along with unequalled ease of operation.



# A · B · DICK

THE FIRST NAME IN DUPLICATING

A. B. DICK IS A TRADEMARK OF A. B. DICK COMPANY

CSJ-554

**A. B. DICK COMPANY**  
5700 West Touhy Avenue, Chicago 31, Illinois

Without obligation—

Arrange demonstration for new, low-cost duplicator  
 Send information about new, low-cost duplicator

Name \_\_\_\_\_

Position \_\_\_\_\_

School \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_

## New Supplies

(Continued from page 58A)



MODEL MFS-5

a compact filing and storage facility for 35mm. filmstrips and 2 by 2 slides.

This cabinet is ideal for the smaller library or for individual classroom use. The five drawers included in the cabinet are supplied for the following: 3 drawers to hold a total of 168 filmstrip cans, each can held in its own indexed compartment with adjustable dividers to accommodate cans of all types and sizes; 1 drawer for the storage of 250 slides individually indexed; and 1 drawer for 500 slides indexed by groups. Drawers listed are

standard, but any combination is available on individual specifications ordered. All drawers have stops to prevent accidental removal, but each drawer can be released if desired.

For further information write: *Neumade Products Corp., Section C.S.J., 330 West 42nd St., New York 36, N. Y.*

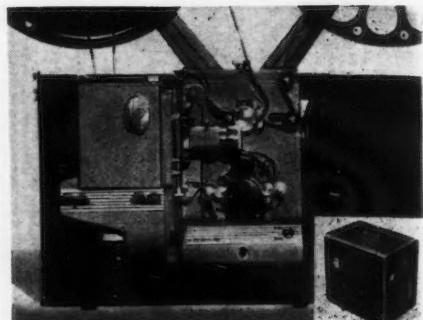
(For Convenience Circle Index Code 060)

### Simplicity, Keynote of Victor Projector

A new Victor 16mm. Sound Projector was announced recently by the Victor Animatograph Corp., Davenport, Iowa. Simplicity is the keynote of design, evidenced in the new, easy, 3-spot threading system and the illuminated finger-tip control panel. Special attention is due the new film-threading system because of its gentle handling of films. Three-spot Safety Film Trips at the sprocket, upper and lower loop prevent film damage.

Other new features in Victor 16mm. Sound Projector engineering are: a Lubrimatic Oil system — reservoir for controlled lubrication; an air-conditioned lamp enclosure — 20 per cent cooler; Hi-Lite optical system — 56 per cent more light on the screen, with Mark II Shutter; Compensating Film Shoes of stainless steel which automatically adjust to varying film thicknesses and splices; and many others.

Exteriorly finished in forest green plastic fabric with satin chrome trim, the new styling and engineering are incorporated in all three models available in this line. The



VICTOR PROJECTOR

models are the Classmate 4 for small audiences, the Assembly 10 for medium audiences, and the Sovereign 25 for large audiences.

For further information write: *Victor Animatograph Corp., Section C.S.J., Davenport, Iowa.*

(For Convenience Circle Index Code 061)

### New Improvements on Vu-Lyte Projector

Charles Beseler Company, Newark, N. J., announces technical improvements in their Vu-Lyte Opaque Projector. These improvements give better light, longer service, and less maintenance. A new No. 14 Super Service Power Cord and specially designed Monoplane Filament Lamp has been added as standard equipment on all large aperture Vu-Lyte models. The lamp has a rated life of 50 hours.

(Continued on page 62A)

## Snowwhite Apparel helps girls grow into graceful ladies



Their regulation Snowwhite attire gives many girls their first opportunity to dress on a new and delightful level with other girls. How they appreciate it — and how helpful it is to you in their development.

Parents are quick to appreciate the savings and other benefits gained when their daughters can dress so well and so economically.

**JUMPERS  
2-PIECE UNIFORMS  
BLOUSES  
GYM SUITS  
SWEATERS**

Write for the Snowwhite Style Portfolio — it's free to school authorities.

**Snowwhite Garment Manufacturing Co.**

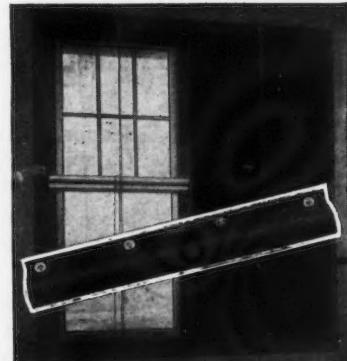
224 W. Washington Street

"SERVING THE PAROCHIAL EDUCATION FIELD SINCE 1924"

Milwaukee 4, Wis.

## How Many Classrooms Will One Set of PAKFOLDS Darken?

**PORTABLE  
PAKFOLDS  
SERVE  
BEST . . .  
COST  
LESS!**



PATENTED

Portable PAKFOLDS make every room a visual education room! One set of PAKFOLDS serves throughout the building. PAKFOLDS attach instantly . . . no ladders to climb; no screws or complicated mechanisms. Available for large or small windows, in any length or width.

WRITE FOR COMPLETE INFORMATION AND FREE SAMPLE OF PAKFOLD CLOTH.

**LUTHER O. DRAPER SHADE CO.**

P.O. BOX 439

SPICELAND, INDIANA

An Advanced, New  
Standard for the Field!

**Voit®**  
*completely new for '54*

*unequalled appearance!*  
*true performance for life!*  
**PLUS 34% longer life than ever before!**

**NEW**



**ARMOR-RED\***

REINFORCED MIRACLE  
FABRIC AND UNI-POLAR  
CONSTRUCTION...

Stop uneven wear—add  
months to the life of the ball! Maintain true  
performance, shape and size for life!

\*Available only on "X" and "C" Line Balls

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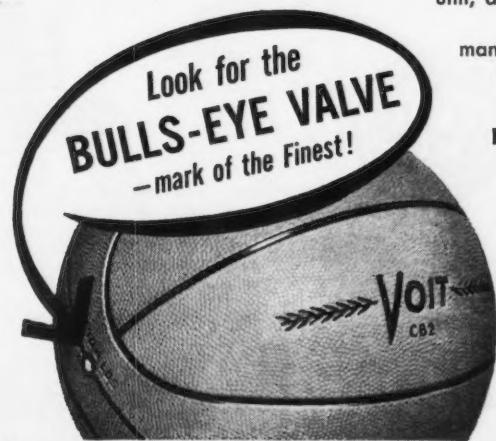
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(Continued from page 60A)



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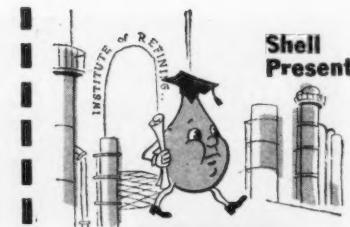
### Catalogs & Booklets

★ The RCA Victor Div., of Radio Corp. of America, offers individual folders describing their RCA Porto-Arc Projector, RCA Magnetic Recorder-Projector, and RCA 400 16mm. Projector. Copies are obtainable from: RCA Victor Div., Radio Corp. of America, Section C.S.J., Camden 2, N. J.

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★ The Shell Oil Company, New York, also offers 16mm. motion pictures on the oil industry on the free-loan basis; their Motion Picture Catalogue, with ample description of films and instructions for ordering them, is free upon request to: Shell Oil Company, Section C.S.J., 50 W. 50th St., New York 20, N. Y.

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## Catalogs & Booklets

(Continued from page 62A)

★ A most complete and comprehensive catalog illustrating and describing Catholic religious and educational filmstrips and 2 by 2 Color Slidesets has been released by the Society for Visual Education, Inc., Chicago. This new Catholic catalog is especially significant for its ecclesiastical approval in that doctrinal filmstrips carry the Nihil Obstat and Imprimatur of appropriate authorities. Annotations on the educational filmstrips were prepared under the direction of Sister M. Esther, C.P.P.S., a supervisor for the Archdiocese of St. Louis, and an instructor in audio-visual methods, St. Louis University, in co-operation with the classroom teachers and committees in the schools of the Archdiocese of St. Louis. Copies may be obtained, free of charge, from: Society for Visual Education, Inc., Section C.S.J., 1345 W. Diversey Parkway, Chicago 14, Ill. (For Convenience Circle Index Code 065)

★ Coronet Films, Chicago, announces the release of its 15th anniversary catalog of 16mm. sound motion pictures, an 80-page illustrated catalog describing 546 teaching films. Classified according to grade levels and subject areas, the descriptions include reel length, purchase price in black and white or color, information about the educational collaborator, and suggested grade levels and subject areas. Obtained, free, from: Coronet Films, Section C.S.J., Coronet Building, Chicago 4, Ill. (For Convenience Circle Index Code 066)

★ The 1954 edition of a catalog describing industrial motion pictures sponsored and distributed by United States Steel, is available. Films are available on a free-loan basis for showing to all recognized groups. Write: United States Steel Corp., Section C.S.J., 525 William Penn Place, Pittsburgh 30, Pa. (For Convenience Circle Index Code 067)

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